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ABSTRACT

A study was conducted to determine what types of student service activities take place in National University Extension Association (NUEA) institutions. By means of two questionnaires, information on a total of 134 student service activities from 69 NUEA institutions was gathered. The reported practices are indexed by state and by type of activity. Each practice is described as submitted by the university. The description format is as follows: (1) title of student service activity; (2) contact person to whom inquiries can be made; (3) location where the student service activity takes place; (4) program objectives--a description of the intended outcome of the student service activity, and frequently, the methods by which the outcomes were pursued; (5) costs of the service and how it was funded, including user fees; (6) results--whether the program objectives were met and a description of the overall effect of the student services activity; and (7) recommendations made on the basis of both the institutions' and users' experiences with the program--ideas on how to strengthen the programs. The collected information is intended to serve as a resource for faculty and staff of NUEA institutions, allowing institutions that would like to start, expand, or modify their own student service practices an opportunity to examine and use current successful practices in other universities. (KC)

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SUCCESSFUL STUDENT SERVICES PRACTICES in NATIONAL UNIVERSITY EXTENSION ASSOCIATION(NUEA) INSTITUTIONS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Publication of the
Student Services Division of
the National University Extension
Association(NUEA)
by
Dr. Frank R. Di Silvestro
Indiana University

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INTRODUCTION

Many fine student service programs take place in our universities, yet go unnoticed by practitioners in other institutions. The purpose of this study was to investigate what types of student service activities took place in NUEA institutions. The collected information can serve as a student service resource for faculty and staff of NUEA institutions. This study will allow institutions which would like to start, expand, or modify their own student service practices an opportunity to examine and utilize current successful practices in other universities.

In December of 1978, a questionnaire was sent to all NUEA institutional representatives which requested information about the student service activities in that institution. A second follow-up questionnaire, identical to the first, was sent in February of 1979,to those institutional representatives who had not responded to the initial questionnaire. A total of 134 student service activities from 69 NUEA institutions are reported in this publication.

The reported practices are indexed by state, and by type of activity. Each practice is described as submitted by the university. The description format is as follows:

1) Title - The title is the name by which the student service activity is identified.

2) Contact Person - The contact person is one to whom inquiries should be made if additional information about the program is sought.

3) Location - The location describes where the student service activity takes place.

4) Program objectives - The objectives describe the intended outcomes of the student service activity, and frequently include the methods by which the outcomes were pursued.

5) Costs - Costs include related financial information concerning the student service activity with emphasis on user fees as well as the costs of providing the service. In some cases respondents provided information about both user fees and program provision costs; in other cases respondents provided information about only one of the aforementioned items.

6) Results - The results describe whether the program objectives were met and describe the overall effect of the student services activity.

7) Recommendations - Recommendations were made on the basis of both the institutions and users experience with the program, and were typically based on the results of the student service activity. Recommendations frequently included advice about the continued need for the activity, and for whatever changes or considerations should be made to strengthen the program.

I would like to thank those people who participated in this study and for their time in describing and reporting their work.

Frank R. DiSilvestro
School of Continuing Studies
Indiana University

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ALABAMA

1. AUBURN UNIVERSITY

TITLE - Auburn University Office of Continuing Education, Community Services Program

CONTACT PERSON - Mary Burkhart
211 Samford Hall, Auburn University
Auburn, AL 36830

LOCATION - 211 Samford Hall, Auburn University, Auburn, AL 36830

OBJECTIVES - The Community Services Program was conceived to provide programs designed to meet the needs of the area residents for enrichment and continuing education and to allow the resources of AU to be available to persons other than registered students. This is accomplished through noncredit courses and workshops, informal career and academic counseling, and referral. The unit attempts to become the advocate for adult students within the academic community.

COSTS - The Community Services Program is a part of the Office of Continuing Education and is, therefore, self-supporting in nature. Each course fee is set to meet all direct costs of the program such as instructor's fee, textbooks and supplies, and equipment. Counseling, referral, and re-entry advisement are free. Costs for courses or workshops range from $5.00 to $100.00 depending on contact hours and supplies included. Enrollment is free to senior citizens.

RESULTS - The Community Services Program serves large numbers of adults. Since the program's beginning in 1971, over 17,100 registrants have participated in nearly 1,100 courses or workshops. Winter quarter 1979 offered 95 courses and had a final enrollment of approximately 1,100. During the past 8 years, the variety of courses or workshops dealing with personal growth, self-understanding, or counseling has ranged from parent education to divorce to death and dying. Among the courses most well-received, or judged most useful, have been Assertiveness Training; Day-Care Mothers Training Program; Women and Management; Rape; Women and Alcohol; Women and The Law; and Death and Dying. In addition, the staff provides assistance in the planning of a variety of other activities on campus such as Women's Awareness Week, which included topics on life/career planning, resume writing and interviewing skills.

RECOMMENDATIONS - The success of the program to date has been that programs were responsive to the needs of community members. Many additional services could and should be offered. Plans are being made to develop a unified RE-ENTRY program which would include a series of programs each year on returning to school or work. Proposals have been made for the expansion of the evening credit offerings. Tentative approval has been given for a tuition-free audit program allowing retired persons to enroll in certain credit courses.

2. GUNTER AIR FORCE BASE

TITLE - The USAF Extension Course Institute (ECI)

CONTACT PERSON - Dr. Harry O'Bear
USAF Extension Course Institute (ATC)
Gunter AFB, AL 36118

LOCATION - Gunter AFB, AL [illegible]

OBJECTIVES - The USAF Extension Course Institute (ECI) offers some 380 independent study courses to members of the Air Force, members of the other Services, and United States Civil Servants. The courses are designed primarily to prepare Air Force Personnel for immediate service career assignments and for future service career advancement. The Student Instruction Branch (EDOI) of the Operations Division (EDO) is ECI's direct contact with its students.

RESULTS - The Student Instruction Branch is divided into four teams with each being responsible for approximately one-fourth of the Institute's courses that are offered at any given time. At the time of enrollment, students are told which team is responsible for their course and are instructed to contact that team if they experience any difficulty. Each month EDOI receives over 13,000 Student Inquiries (SIs), which break out approximately as follows:

Telephone Calls	- 7400
Written Inquiries	- 5800
Teletype Messages	- 120

Students calling after hours when no instructors are available or when lines are busy, may leave their questions with the telephone answering and recording service. Some students come to ECI in person to enroll, to pick up course materials, and to take course examinations. In addition to answering questions about course procedures, EDOI responds to questions about content of the instructional material. Most questions are answered by team members but some must be referred to the ECI text and test developers or to the agency which prepared the course manuscript.

ARIZONA

3. THE UNIVERSITY OF ARIZONA

TITLE - Continuing Education Orientation

CONTACT PERSON - L. O. Nelson, Dean

LOCATION - Kiva Auditorium, College of Education, The University of Arizona, Tucson, Arizona

OBJECTIVES - Continuing Education Orientation offers to new, transfer and continuing students information on University educational opportunities, university services, campus activities, admission and registration procedures through informal talks by university faculty and staff. A packet of literature covering the various facets of the university and continuing education is given to each student attending.

Our research had indicated that a large number of Continuing Education Students did not understand their university status as C/E students nor the university services and programs available to them. Our primary goal, therefore, in establishing orientation was to reinforce with the C/E students their identity as university students with all available university services, programs and

activities open to them. The Dean and staff of Continuing Education, representatives from the Dean of Students Office, Liberal Arts, Opportunities for Women, SOTA (Students Older Than Average), Financial Aids, Library and Registrar's Office, University Extension and Special Interest courses are on hand to aid in the exploration and discovery of the students needs and interests.

COSTS - Refreshments - $28.00

RESULTS - The first Continuing Education Orientation, held August 17, 1978, (a rainy, stormy evening) was a success. The 75 students who attended turned in surveys at the end of the evening indicating that the program was informative, helpful and needed. Suggestions also were made by the students to include in the future other areas of interest and concern about Continuing Education and the University. The Deans, faculty and departments of the various colleges of the University recognized Continuing Education for fulfilling what had been a hidden and vital need for a diverse student body of the University.

RECOMMENDATIONS - We were pleased with the turnout for the first Continuing Education Orientation. The feedback to our Academic Counselor and Opportunities for Women counselors for appointments was immediate and heartening. Many C/E students are second-starters at university level course work and counseling is an important support in helping students achieve their academic goals.

Continuing Education Orientation for Spring, 1979 semester was held January 8, 1979.

CALIFORNIA

4. Sonoma State University

TITLE - Reentry Programming and Services

CONTACT PERSON - Tak Richards, Ph.D.

LOCATION - Sonoma State University, 1801 E. Cotati Ave., Rohnert Park, CA.

OBJECTIVES - As a part of Reentry Programming and Services two activities are currently being sponsored:

Weekly Brown Bag Lunches are held all year to provide Preentry Peer/Staff Advising for those adult learners entering or reentering from other than traditional systems. A growing number are coming directly from home/family/work experience without benefit of prior advising concerning college experience and "how to do it." The focus is both academic and interpersonal. The purpose is to provide quality information/referral and support for making connections with other learners.

Late afternoon "Conversations" are held monthly to provide an opportunity for reentry learners, faculty and staff to share more than the classroom experience. The parttimer or the evening student often misses the intellectual/social stimulation of informal interaction due to the pressure of other

commitments. No formal agenda is designed. As a result the 'conversations' have covered issues and concerns peculiar to our institution and discussions which help de-mystify the academy.

COSTS - Neither activity requires cost other than release time of faculty/staff. We "potluck" refreshments.

RESULTS - From two to twenty students attend the BBL's for preentry advising each week. The enrollment rate is approximately 30%. As a connecting experience the BBL's provide opportunities for learners to move into other ongoing activities offered, i.e. resource/support groups, special events, academic classes specifically designed for the person in transition.

The 'results' of a conversation are hard to describe -- perhaps best defined by growing numbers, level of noise, specific projects (a reentry newspaper is about to be born). The result of a conversation is as diverse as is the population represented by learners 25 to 73 . . . a "seeding" of interaction that conveys needs and wants which lead to goals for curricular and extra-curricular change.

5a. CALIFORNIA STATE UNIVERSITY, FULLERTON

TITLE - Reentry Options for Women

CONTACT PERSON - Jean Lester, ROW Director

LOCATION - Administrative Office: S-161 California State University/Fullerton
800 N. State College, Fullerton, CA 92634

OBJECTIVES - Reentry Options for Women services the entire Orange County through a coordinated network involving the cooperation of the major four year institutions, community colleges, WYCA's and public libraries. It provides centralized dissemination of information and referral to educational and training opportunities, career and life planning, and supportive reentry counseling to postsecondary women in Orange County. It encourages women to consider further education by helping them to match personal characteristics with information on employment trends, especially in non-traditional areas that offer upward mobility, and appropriate educational or training opportunities. In addition, ROW serves the institution by providing counseling services in each of the 13 participating institutions to reentry women. It also coordinates a minimum of 2 community programs each year at each institution as well as 4 programs each month at participating libraries. All outreach and publicity, appointments and scheduling are done at the ROW administrative offices at California State University Fullerton. The program employs 10 people. They consist of 1 Director, 1 Project Coordinator, 1 Outreach Counselor, 4 career and personal Counselors, and 2 clerical workers. Five staff people are paid from Title I funds and five from CETA VI funds.

COSTS - Reentry Options for Women is funded by Title I of the Higher Education Act and administered through the California Postsecondary Education Commission. All services are free.

RESULTS - Judged by the 7500+ inquiries into ROW over the 1st year of operation, it is believed that the program serves a vital need in Orange County. It is the opinion of Reentry Options for Women personnel and Board of Directors that the cooperative spirit of community agencies and institutions of higher education joining together in a coordinated effort of shared expertise and non-duplication of services contributed to the success of the program.

RECOMMENDATIONS - Because of the obvious need for a program such as ROW, it is recommended that the program be integrated into the regular activities of the institution.

5b. CALIFORNIA STATE UNIVERSITY, FULLERTON

TITLE - Veterans Services Peer Counseling Retention Program

CONTACT PERSON - Doug Liverpool

LOCATION - Veterans Services Office
California State University, Fullerton
800 N. State College Blvd., SLL-79
Fullerton, California 92634

OBJECTIVE - The Peer Counseling program was initiated to promote the retention of veterans-students who would normally fall within the service responsibility of the Veterans Services Office. The peer counselors are screened and chosen for their interest and ability to work as student peer counselors. Their primary target population are veteran-students (those collecting the G.I. Bill primarily) who are either new to the University or those who are on academic probation. The peer counselors initiate informal contact and attempt to provide first line information, advisement, and counseling services.

COSTS - Services to the veteran students are free. The peer counselors are typically paid under the Veterans Administration Work-Study Program and some earn practicum credit.

RESULTS - No formal analysis has been conducted as to the effectiveness of the program because of a lack of resources and the immensity of any study on retention of students. Anecdotal feedback from those students who have availed themselves of the peer counselor services has been positive.

RECOMMENDATIONS - There seems a growing realization in higher education that retention is a problem that needs a proactive approach. This, however, poses possible conflicts in values i.e., student responsibility v.s. in loco parentis, or invasion of privacy v.s. being helpful, etc. It is recommended that after the administration has opted for this type of approach to retention that peer counselors have adequate opportunity and training to deal with value conflicts they may experience generated by this approach and also how to handle the pro-active interface with students. Any amount of public relations to demonstrate to students that this is helpful, not a punitive, program would be desirable.

5c. CALIFORNIA STATE UNIVERSITY, FULLERTON

TITLE - Office of International Education and Exchange

CONTACT PERSON - Dr. Louise G. Lee, Director

LOCATION - Science 112, California State University
Fullerton, CA 92634

OBJECTIVES - The Office of International Education and Exchange provides special services to foreign students, such as assistance with academic and personal problems, as well as with governmental and legal requirements for maintaining visa status. In addition, the Office of International Education and Exchange coordinates the selection of students applying for admission to one of the 13 International Programs operated by the California State University and Colleges.

COSTS - The Office of International Education and Exchange is a department within the Office of the Dean of Student Services which coordinates and administers the University's Student Services program and which allocates operating funds to the Office of International Education and Exchange. Foreign visa students pay a non-resident tuition fee, in addition to fees required of all students, except for enrollment in extension or summer session. The International Programs are supported by state funds to the extent that such funds would have been required for comparable students had they continued to study in California. Fiscal policies and procedures for the International Programs are developed by the Chancellor.

RESULTS - During the Fall 1978 semester, 397 full-time foreign students were enrolled from 49 countries. Of this total, 292 students were pursuing undergraduate degrees and 105 students pursuing graduate degrees. It is anticipated that 22 foreign students will be graduating at the end of the Fall semester and will then be enrolled in a practical training program, seeking an advanced degree or returning to their native country. The International Programs began in 1963 with three study centers abroad and 15 students from California State University, Fullerton participating in its program. Currently enrolled in cooperating universities in 13 countries abroad are 25 students from California State University Fullerton.

RECOMMENDATIONS - The Office of International Education and Exchange has continued to develop the contact between foreign students, the campus community and the surrounding communities at large. Services should continue to be provided for foreign students to maximize their educational and social experience in the United States. The Office of International Programs is currently developing a different approach in recruiting students for overseas study which will be implemented by the Office of International Education and Exchange. Students will be recruited to study overseas by the major objective and/or career goal of the students, rather than recruiting by "country". This approach is to make overseas study a relatively common academic alternative by approaching students through academic channels and designing programs to meet identifiable academic needs.

6. CALIFORNIA STATE UNIVERSITY, LOS ANGELES

TITLE - Student Parole Program

CONTACT PERSON - David Medina, Program Director

LOCATION - California State University - Los Angeles
5151 State University Drive
Los Angeles, California 90032

OBJECTIVES - The California State University, Los Angeles Student Parole Program is primarily designed to serve the educational needs of the ex-offender. Because many penal institutions in California now offer some type of post-secondary educational program, the Cal State L.A. Student Parole Program has expanded to offer a more direct access to the State University system.

The Cal State L.A. Student Parole Program was organized in 1970 as a branch of the Educational Opportunities Program and has since become recognized by Cal State L.A. as an independently operating program.

The main objectives of the Student Parole Program are to admit ex-offenders to the Cal State L.A. campus as full-time students in a field of study leading to a BA or BS degree; to provide supportive services to retain these students in the University and to serve as an advocate for program participants and ex-offenders generally on campus, in the community and in the correctional institutions. The Student Parole Program operates on the theory that the assurance of the attainment of educational achievement coupled with the acceptance of ex-offenders by the community at large will better ensure the success of the ex-offender and effect a decrease in recidivism rates for program participants.

ELIGIBILITY CRITERIA - Applicants to the Student Parole Program must have ex-offender status. He/she could be an ex-felon, parolee, probationer, or Youth Authority Ward. In addition to ex-offender status the applicant must:

* Possess the motivation and basic skills to benefit from a college education
* Maintain 12 units minimum per quarter
* Maintain satisfactory progress

All materials needed for application to Cal State L.A. and the Student Parole Program are included in the admissions packet. This packet is requested by writing the Student Parole Program Office. Contents will include: Admission Application, Financial Aid Application, Letter of Recommendation, Autobiographical Statement, and Information Sheet. Applicants must complete all forms and return the entire package to the Student Parole Program Office, California State University, Los Angeles, California 90032.

SUPPORTIVE SERVICES - Supportive Services provided by the Student Parole Program include the following: Institutional and Community Recruitment, admissions processing, financial aid advisement, final screening and selection, counseling, tutorial services, preliminary testing, job referral, registration assistance, crisis intervention and drug detoxification referrals, Academic House, first-quarter book and tuition allowance, and the Pinto Club.

7. HUMBOLT STATE UNIVERSITY

TITLE - Cultural Exchange Program

CONTACT PERSON - Dr. Sharon K. Kerrett, Dean, Continuing Education

LOCATION - Humbolt State University
Arcata, CA 95521

OBJECTIVES - The Cultural Exchange Program was designed to assist our Foreign Extension students. We have a Guidebook, bi-weekly seminars on note-taking, study habits, etc., an exchange party each term, peer counseling sessions, a Holiday exchange (foreign student's share Christmas, etc. with American families) and several field trips to local sites of interest. The course is multi-dimensional to attempt to address every aspect of the foreign students concerns.

COSTS - Volunteers, Student and Community and one paid staff time.

RESULTS - This program has been very successful for improving the cultural adjustment for students. The program has been cost effective, also. Grades have improved and the attendance at social events has increased.

RECOMMENDATIONS - A longer orientation period each term and more peer tutoring and counseling.

8. SAN JOSE' STATE UNIVERSITY

TITLE - Re-Entry Advisory Program (REAP)

CONTACT PERSON - Phyllis Sutphen

LOCATION - Office of Student Programs and Services
Old Cafeteria Building
San Jose State University
San Jose, CA 95192

OBJECTIVES - (1) to provide initial and on-going support for adult, returning students - to let them know that they are very welcome at this university and to help them with any problems or barriers they face. (2) to provide general advising concerning university regulations and procedures, to make them aware of the various options available to them in the regular university program and through Continuing Education and to provide them with departmental handouts, brochures, required forms, etc. (3) to provide a liaison for evening students with departmental and administrative offices open only during the day. (4) to provide information and referrals for re-entry people to other sources of assistance on the campus and off campus.

COSTS - The service is free to students and prospective students. The program is funded by the Student Services Division of the University with the student assistants and help with special projects provided by the Office of Continuing Education.

RESULTS - Approximately 1200 people contacted the program individually last year for assistance, many of them returned several times. In addition, approximately 200 attended our special orientation meetings for new re-entry students. Most of these people (80%) were not admitted students at the time of the original contact but almost all of them (98%) were in the process of applying for admission or planned to apply in the near future. The number of people contacting the program increases each year by 25% to 28%. Yearly evaluations of the program consistently indicate that it is a much needed and valued service.

RECOMMENDATIONS - We will need to expand our staff soon in order to adequately serve our clientele. This is becoming increasingly critical as the more youthful

student enrollment decreases. We need to intensify our outreach into the community at local community colleges, civic and service organization, businesses and industry in order to overcome the "mystique" of the University and the hesitation of people to approach it.

9. UNIVERSITY OF CALIFORNIA, IRVING

TITLE - Women's Opportunities Center (WOC)

CONTACT PERSON - Mary Moshy

LOCATION - University of California
Adm. Bldg., Rm. 148
Irvine, CA 92717

OBJECTIVES - The Women's Opportunities Center offers individual counseling to women regardless of age, education, or economic background. It assists them in furthering their education, seeking new career directions, finding ways to acquire job skills and exploring volunteer opportunities.

The center opened in 1970 and was one of the first of its kind in Orange County. It's staff of 40 volunteers is composed of Secretaries, Researchers, and Counselors who have assisted over 10,000 women.

COSTS - A $10.00 membership fee (waived upon request) entitles women to counseling services, use of the W.O.C. Library with career education and community service information, workshops, newsletter, resume counseling, weekly job development workshop, self-awareness groups, women alone, vocational and aptitude testing ($12), displaced homemakers program and Assertion Training Workshops.

INFORMATION - Staff-Director plus volunteer staff
Funding - self-supporting
Contact - Mary Moshy, Director
Publication - Newsletter (quarterly)

10a. UNIVERSITY OF CALIFORNIA, LOS ANGELES

TITLE - UCLA Extension Information and Advisory Service

CONTACT PERSON - Laurel Hummel, Aurline Emmett

LOCATION - 10995 Le Conte Avenue
Los Angeles, California 90024

1100 South Grand Avenue
Los Angeles, California 90015

OBJECTIVES - The function of the UCLA Extension Information and Advisory Service is to provide up-to-date education and vocational information to individuals wishing to explore the wide range of options available in post-secondary education. The service provides information and advisement free-of-charge to:

- those needing help in defining educational or professional goals
- those seeking the right educational institution to meet their goals

- those who are changing careers or up-dating present skills
- those planning for retirement
- foreign students who need help interpreting the requirements of the American educational system

The service is composed of a staff of forty carefully selected and trained volunteers who have varied educational and professional backgrounds. After successful completion of the training, volunteers, contributing an average of four hours per week, work under the direction of two half-time Coordinators. The service has a resource library of catalogs and brochures from educational institutions, vocational guidance material and current job information. Individuals need not be enrolled in UCLA Extension programs to be eligible for assistance.

COST - There is no charge for this service. The office is supported by the UCLA Extension Office of Student and Program Services.

RESULTS - The Information and Advisory Service originally evolved from the perceived need by UCLA Extension's former Department of Daytime Programs to provide assistance to women returning to school. It soon became apparent to Extension's Dean Phillip E. Frandson that there was a great need for academic and vocational advisement not only for women, but also for the general public and he supported reorganization of the office to assist everyone in need of information and advisement, including the greater Los Angeles area as well as communicants from all over the world.

The advisory staff volunteers contribute approximately 5,500 service hours per year. In the 7½ years that the office has been in existance, 100 volunteers have donated their services. Recently a volunteer was honored who had accumulated 1,500 hours of service. Service as a volunteer in the Information and Advisory Service is considered such a desirable activity that a waiting list of potential volunteers is maintained to fill vacancies as they occur. Volunteers find that their experience in this service, where Lifelong Learning is a way of life, gives them self-confidence and job-related skills which enhance their chances for success in other endeavors. Former volunteers now employed include: a Director of Volunteers for a major hospital complex, an interviewer for the Police Department, a consultant for a local school district, and an administrator in customer services for a national computer manufacturer. Other volunteers have become entrepreneurs and started their own businesses. Eight former volunteers have completed professional degrees. Those who continue in the service find rewards in helping others find solutions to their problems, making new friends, furthering their education and developing new interests. An added incentive is the availability of complimentary admission for Extension programs in exchange for their donated hours of service.

Job sharing by the Coordinators has been an important factor in the success of the program. It has provided a multiplicity of skills as well as a forum for creative planning and implementation.

Since its inception in July 1971, the Information and Advisory Service has grown from a small corner office serving 40 persons each week to offices in two locations. The number of persons advised on their educational and vocational goals each year has increased to approximately 25,000 annually. The total number served through January 1979 has exceeded 102,000.

The service has received appreciative comments from former clients as recognition from the UCLA Extension Administration for its successful service to

potential continuing education students. Primary for its success has been the sincere and dedicated assistance from the volunteer advisors.

10b. UNIVERSITY OF CALIFORNIA, LOS ANGELES

TITLE - Friends of UCLA Extension

CONTACT PERSON - Paula Erde Kayton, Coordinator

LOCATION - 10995 LeConte Avenue
Los Angeles, California 90024

OBJECTIVES - The Friends of UCLA Extension is an organization made up of volunteers from the community who serve as a personnel resource available to all UCLA Extension Departments. They provide support to the professional staff, building and maintaining good will and offering services that otherwise could not be provided due to budgetary limits.

COSTS - The office is supported by the UCLA Extension Office of Student and Program Services.

RESULTS - With the support of Extension's Dean Phillip E. Frandson, the Friends of UCLA Extension was established in November 1975 as part of the Registrar's Office (which in July 1978 became the Office of Student and Program Services).

The Coordinator of the Friends of UCLA Extension is a half-time career employee. The service is composed of 200 volunteers who donate approximately 7,500 hours of service yearly. Most of the "Friends" are employed full time elsewhere and volunteer to assist with Extension programs in the evening and on weekends.

UCLA Extension offers approximately 4,500 programs over a period of four quarters. Of these, 300 programs have a large enough enrollment to require full time assistance by one or more volunteers. "Friends" perform such services as checking rosters, punching admission tickets and distributing course material at these programs. Additional services provided by the volunteers include directing students to their classrooms on the opening night of classes, hosting Extension foreign students, and assisting Extension Program Departments by preparing packets and materials to be distributed in large classes.

The "Friends" also assist with special registrations which require a number of persons to assist in order to assure organized and efficient enrollment of a large number of students with a short period of time, such as on the day "Priority Enrollment" is open for the Interior Design program.

In the event of the last minute cancellation of a program the Extension staff has come to rely on the "Friends" to notify each student personally by telephone.

In addition to receiving personal satisfaction from their association with UCLA Extension, the volunteers enrich their experiences and that of their friends by obtaining complimentary admission to Extension programs in exchange for hours of service donated. Last year the Friends of UCLA Extension earned 300 complimentary admissions to Extension programs for themselves, their families and friends.

The "Friends" of UCLA Extension are greatly appreciated by both Extension Departments and students for their loyal and dedicated assistance.

11a. UNIVERSITY OF CALIFORNIA, SAN DIEGO

TITLE - Concurrent Registration

CONTACT PERSON - Chris Hagen

LOCATION - University of California
San Diego, CA

OBJECTIVES - Concurrent Registration - This is a program which allows members of the San Diego community to enroll in regularly scheduled UCSD courses on a space available basis. Currently, there are 200-400 members of the community taking advantage of this program each quarter. Many of them plan to enter UCSD as a regularly enrolled student at some later date and wish to "try out" the system beforehand.

11b. UNIVERSITY OF CALIFORNIA, SAN DIEGO

TITLE - Learner-Centered Education

CONTACT PERSON - Chris Hagen

LOCATION - University of California
San Diego, CA

OBJECTIVES - Learner-Centered Education - This is a program that enables interested students or members of the San Diego community to engage in a one-to-one learning experience with a "tutor" who is a professional in the student's chosen field of interest. This, we feel, is a very unique opportunity for someone who has a specific educational, or even vocational, objective and may not desire to spend time in a large lecture type course.

11c. UNIVERSITY OF CALIFORNIA, SAN DIEGO

TITLE - Tutorial Degree Program

ONCTACT PERSON - Chris Hagen

LOCATION - University of California
San Diego, CA

OBJECTIVES - Tutorial Degree Program - This program falls somewhat into the area of what would be defined as non-traditional, adult degree programs. It is a degree program for highly motivated, self-starting adults who wish to engage in a largely self-directed approach to learning.

11d. UNIVERSITY OF CALIFORNIA, SAN DIEGO

TITLE - Institute for Continued Learning

CONTACT PERSON - Chris Hagen

LOCATION - University of California
San Diego, CA

OBJECTIVES - Institute for Continued Learning - The ICL is a group of retired persons in the San Diego Community who meet regularly to direct and participate in educational activities designed to meet their continuing education needs. Instructors of their courses are often chosen from their own ranks of retired professionals.

In addition to the above, we offer limited educational counseling for our students and have recently begun a peer counseling program for Concurrent students who aspire to medical school admission.

12. UNIVERSITY OF SOUTHERN CALIFORNIA

TITLE - Evening College Services

CONTACT PERSON - Christopher J. Stoy
Alan M. Yamahata

LOCATION - Student Activities Center
Main Counter, University Park

OBJECTIVES - The concept of Evening College Services developed after it became evident that faculty, staff and students who attend the university during the evening were not obtaining the same benefits of academic and administrative services as their counterpart day persons. Services extended to evening students, faculty and staff encompass several areas: Administrative, Counseling and Advisement, and Referral. Administrative services evolve around functions normally provided during the day by the admissions office, financial aid, registrar, and financial services. Duties performed include dissemination of materials, registration into evening classes, and facilitation of paper work. Academic advisement is provided to students and staff to help clarify academic goals and select the proper sequence of courses to meet degree requirements. Crisis intervention in personal and academic problems is practiced with referral of those cases not immediately solvable. Evening college service extends sympathetic assistance along a wide range of functions: lost and found information, xeroxing, changing majors, handing out bulletins, handicapped services, answering quick questions, selling stamps, and check cashing. These services are sponsored by Evening College which is a part of the College of Continuing Education.

COSTS - There is no separate budget for this service. Fiscal support is provided by Evening College.

RESULTS - Although no formal census has been conducted, observation alone has shown a general increase in the number of students, faculty and staff seen by our program. Frequent internal and external advertisements as well as referral and word-of-mouth have contributed tremendously to our success. Although initially geared toward students, with the advent of the revision in the University's tuition assistance policy for faculty and staff, Evening College Services now handles equal numbers of students and faculty/staff. Revisions in program requirements and increased availability of night courses has made it possible to earn a degree in several majors at night. The evening person -- usually fully employed during the day and a part-time student at night -- is an inherent segment of the university population, a valuable asset, and one not to be discouraged by lack of available services. Evening College Services grow as student, faculty and staff needs increase.

RECOMMENDATIONS - University services should extend beyond the 9:00 - 5:00 working hours. It would alleviate, even eliminate many of the one to two day turn-around through the Evening College office if the admissions, financial aid, and registration office either: (a) stayed open one hour longer each day or (b) held night hours for one hour each week throughout the semester (e.g., from 5-9:00 p.m. on Monday nights). Because the evening person cannot take full advantage of the services provided through the University, perhaps there should be a waiver of certain fees, for example the student activities fee, health fee, etc.

COLORADO

13. UNIVERSITY OF COLORADO AT BOULDER

TITLE - Counselor, Bureau of Continuing Education

CONTACT PERSON - Edith Dell'Apa

LOCATION - Center for Lifelong Learning
Academy Building
970 Aurora
Boulder, Colorado

OBJECTIVES - To provide academic, career and personal counseling to "special" students of the University of Colorado. Special students are persons who want to take college-level courses but who have not been formally admitted to campus as a regular degree-seeking student. The counseling office was particularly set up for the Mini-College which originated as "for women only, 25 years of age and older." The college is now co-educational but still predominantly attended by women mainly because we have day classes only. These are held "off-campus" in the Academy Building and the original intent remains of providing a non-threatening, comfortable (vs. "initial - frightening") environment to re-enter college or simply to attend classes with compatible students.

Special activities have included administration of the Strong Vocational Interest Blank in a group setting and a 10-week career exploration workshop series in response to the priority needs of our women students for help with

major and career choices. An innovative "Counselor-on-the-Spot" series this semester has been well-received and utilized.

COSTS - Counseling services are free.

RESULTS - Services of the counseling office which were initially available to Mini-College students only were expanded last October to include students taking courses in the Boulder Evening Credit Program. We are traditionally better known as the Mini-College counseling office, and this factor along with our geographic location in the building where MC classes are held attributes to the fact that 90% of our "consumers" are Mini-College students.

RECOMMENDATIONS - We recently began and are continuing the process of making our services better known both in the community and on the main campus. We want to reach all special students who need assistance in making decisions about course and major choices, changing careers and generally re-entering the educational system. We are working toward changing the limited image of Mini-College Counseling Office to that of Counseling Services for the Bureau of Continuing Education.

DELAWARE

14. UNIVERSITY OF DELAWARE

TITLE - Adult Center for Continuing Education Student Services (ACCESS)

CONTACT PERSON - Edward J. Kepka, Coordinator of Student Services

OBJECTIVES - ACCESS is a full-time service center sponsored by the Division of Continuing Education at the University of Delaware. The goal of the Center is to help adults and part-time students reach their educational objectives. The center is open to all members of the community. Educational and career counseling is available from professional counselors at each of the Center's three locations.

Individual counseling is available for career advancement, career change, personal enrichment, or degree program goals. Resources include interest inventories; a computer based career search program; occupational consultants; orientation workshops; study skills seminars; a career and educational resource library; information about University of Delaware resources, programs and policies; and assistance with registration and other administrative concerns.

COSTS - All services are provided free of charge to any member of the community.

RESULTS - In the 1977-78 academic year, 3,788 appointments were met at ACCESS. The Center has exhibited consistent growth in appointments throughout its eight year history. Many of the visitors to the center subsequently register as continuing education students at the University of Delaware. Others learn of and select educational opportunities available only at other institutions in the area. Counselees are generally pleased with ACCESS services and see visiting the Center as a sign of positive mental health and growth.

Among ACCESS counselees, 58% are women. The mean age of visitors is 28 years. Almost all counselees have a high school diploma and many are likely to have

had some previous college experience. Continuing education students generally register for two or fewer courses in one semester. Academic achievement levels of these part-time students are comparable to matriculated students.

RECOMMENDATIONS - The continued growth of demand for Center services suggests the desirability of increasing office hours, particularly at off-campus locations where the greatest increase has occurred. The Center will continue to increase group counseling and workshop opportunities but should maintain its emphasis on individual counseling sessions.

FLORIDA

15. FLORIDA STATE UNIVERSITY, TALLAHASSEE

TITLE - Seminar for the Returning Woman

CONTACT PERSON - Dr. Ernestine Boclair

LOCATION - Florida State University, Tallahassee

OBJECTIVES - The returning woman seminar is designed to help women who are interested in returning to school to pursue an undergraduate or graduate degree or just to enroll in a course or two for personal enrichment. Objectives are to:

- help participants more clearly define educational and life goals
- familiarize participants with student support services at Florida State
- build confidence about ability to succeed
- provide an atmosphere in which participants can share goals and feelings with other women like themselves
- discuss ways in which to organize time and home responsibilities for a return to school

COSTS - There is no cost to participants, however costs for the materials, consultants, etc. (about $1,000) is covered by a gift from an alumna.

RESULTS - The seminar is offered to capacity (30) each quarter, with waiting lists. Participant evaluations have been very high.

RECOMMENDATIONS - Participants value a small informal atmosphere where they can explore various concerns. It is important to build on commonalities which may carry over after the seminar in the form of support groups or informal contacts among participants.

GEORGIA

16. UNIVERSITY OF GEORGIA, ATHENS

TITLE - Career and Life Planning for Adults

CONTACT PERSON - Ginger Wade

LOCATION - Center for Continuing Education, University of Georgia
Athens, GA 30602

OBJECTIVES - The main purpose or goal of the Career/Life Planning Program is to help individuals to be more satisfied with their personal decisions. This is accomplished by:

- helping individuals to take the responsibility for having control over how they react to and mold situations that their particular life circumstances provide, and
- helping them build flexibility into their planning so that they will be in a position to adapt in an ever-changing environment.

This is a proactive rather than reactive program to the extent that it can be with the particular participants involved. In other words, we attempt to give participants the tools to handle challenging situations before they become disfunctional in the situations.

The program itself is very flexible. It contains a series of self-contained or independent modules on a variety of life concern topics (such as dealing with change; coping with stress; assessing values, interests, and skills; locating information; making decisions; setting goals; taking specific action; etc.). These modules can be plugged in and out of each group experience as it seems appropriate to meet the particular needs of the individuals involved. Also, the modules may be covered in an overview approach, or they may be covered more in-depth according to need. Central to meeting the goal of the program is placing emphasis in each presentation on offering expertise in a continuous life-long process of reassessment. This process can be used by the individuals to enhance their unique total developmental experience. It focuses on:

- searching out and processing information about self, life-style and role options, socioeconomic and labor market trends, and occupational/educational alternatives.
- engaging in purposeful planning to make rational decisions about work and work's relation to other life roles such as family, leisure and community roles.

COSTS - The cost of the Career and Life Planning program is covered by the fees charged. These fees vary with the services requested and may include individual counseling, and/or group experiences.

RESULTS - Our clients are more confident and satisfied with their situations after carefully considering and weighing the pros and cons of many alternatives or options to establish personal goals for themselves.

RECOMMENDATIONS - We believe that the success of the program is due to our insistence on:

- individualized attention, even in group experiences
- counselors always thinking in terms of each individual's total situation
- having the individuals involved build flexibility into their planning.

Individualized attention is maintained by keeping each group very small and by getting constant information from and about each individual through observing and asking questions. The flexibility of the program allows for on the spot changes when necessary.

We emphasize the integration of career and life planning because adults must take into account many variables in planning. They have established many relationships and responsibilities over time, and these must be properly meshed for their life's work to be as satisfactory as possible.

HAWAII

17. UNIVERSITY OF HAWAII AT MANOA

TITLE - Continuing Education for Women

CONTACT PERSON - Florence M. Lau, Program Specialist

LOCATION - Krauss Annex "U" #1620
2530 Dole Street
Honolulu, Hawaii 96822

OBJECTIVES - To provide educational, vocational and career counseling and guidance to mature persons who are contemplating continuation of their education. Assistance is provided to help in identifying their skills, talents, and potential in the planning of their vocational center goals or in providing help in developing other alternatives in their life styles.

COSTS - C.E.W. is funded by the State, administered by the State Commission on the Status of Women and implemented through the University of Hawaii, College of Continuing Education and Community Service, at the Manoa campus.

FEE - There is a minimal charge for testing service.

RESULTS - Approximately 4,000 people per year are aided through our services, with one half returning to enter post secondary or higher education.

RECOMMENDATIONS - The success of our program has come from the collaboration and cooperation of the community agencies in sharing information and resources. In addition, the CEW Newsletter, which is distributed throughout the public libraries, community agencies and programs, has served as an outreach medium in obtaining new clients. However, there is still a great need for education in making the public aware of the needs of women especially in the rural districts.

ILLINOIS

18a. BRADLEY UNIVERSITY

TITLE - The Counseling Center

CONTACT PERSON - Dr. James H. Erickson, Assistant to President and Dean of Student Services

OBJECTIVES - The Counseling Center responds to the personal, vocational and educational concerns of Bradley students and designs programs to aid in skill development for the prevention of conflicts.

18b. BRADLEY UNIVERSITY

TITLE - The Health Center

CONTACT PERSON - Dr. James H. Erickson, Assistant to President and Dean of Student Services

OBJECTIVES - The Health Center operates through a cooperative arrangement with the St. Francis Medical Center in Peoria, offers emergency care for injuries and for short term illness and advises students on other medical matters.

18c. BRADLEY UNIVERSITY

TITLE - The Diagnostic Center

CONTACT PERSON - Dr. James H. Erickson, Assistant to President and Dean of Student Services

OBJECTIVES - The Diagnostic Center determines performance levels, interests, aptitudes and personality profiles in assisting students to better understand themselves with the aid of appropriate tools for testing and evaluation.

18d. BRADLEY UNIVERSITY

TITLE - The Office of Intramural and Recreational Sports

CONTACT PERSON - Dr. James H. Erickson, Assistant to President and Dean of Student Services

OBJECTIVES - The Office of Intramural and Recreational Sports attempts to meet the physical and recreational needs of all students by providing a diversified offering of participation sports and recreational opportunities in Haussler Hall.

18e. BRADLEY UNIVERSITY

TITLE - The Black Culture Center

CONTACT PERSON - Dr. James H. Erickson, Assistant to President and Dean of Student Services

OBJECTIVES - The Black Culture Center attempts to create a greater awareness of the black experience by answering issues and concerns and by providing a setting through which students might meet to exchange their views.

18f. BRADLEY UNIVERSITY

TITLE - International Student Programs and Services

CONTACT PERSON - Dr. James H. Erickson, Assistant to President and Dean of Student Services

OBJECTIVES - International Student Programs and Services attempts to ensure the successful transition of international students into campus life and to assist them in confronting their responsibilities and challenges while in this country.

These offices (a - f), are all staffed by competent professionals with wide backgrounds in their fields, and dedicated to meeting the non-academic needs of all Bradley students and providing these students with the cultural, recreational and social opportunities they desire and require to enjoy a full campus life. Students are encouraged to utilize the services provided by these offices and to participate in the various programs they provide.

The Dean of Student Services is responsible for the entire area and attempts to determine student thinking as to how services and programs may be improved or broadened to more completely meet the total needs of the students.

The Dean of Women's Office emphasizes women's concerns and is responsible for the entire resident hall advising program from staff appointments to advising resident students.

The Dean of Men's Office is responsible for the general welfare of male students and is responsible for advising fraternity and sorority members as well as off-campus students.

19a. NORTHERN ILLINOIS UNIVERSITY

TITLE - Counseling and Student Development Center Structured Group Program Program Focus on Strength

CONTACT PERSON - Laura M. Scott

LOCATION - Counseling and Student Development Center
Northern Illinois University
Swen Parson, NIU
North Wing
DeKalb, Illinois 60115

OBJECTIVES - The fields of personnel services and outdoor education share the view that the development of a positive self-concept, physical well-being, and intra and inter-personal skills are central student learning objectives. The Focus on Strength Workshop originated from the concept that a combination of the two disciplines could result in a powerful agent for enhancing student development. A weekend workshop experience drawing from both fields was designed with the following objectives:

- to identify at least one personal strength in each of the four dimensions: intellectual, physical, interpersonal, intrapersonal/spiritual/emotional

- to identify effects of the sexual socialization process
- to develop a strength building plan of action for the immediate future.

Initially, workshop participation has been limited to females.

Among the activities included in the workshop are sensory awareness exercises, rapelling, positive verbal and non-verbal interaction with others, deep muscle relaxation, sex role awareness activities, and free time for self-expression and thought.

COSTS - Approximate costs include lodging at NIU's outdoor education facility ($5.50, food ($10.00), materials ($1.50) and transportation expenses, which will vary. At maximum, if students bear all costs, (with the exception of leader time) the weekend will run at about $20.00 per person.

RESULTS - Analysis of self-esteem data collected one week prior to the workshop and one month after it, indicated that there were significant, stable increases in self-esteem as a result of the Focus on Strength experience. A high degree of satisfaction with the workshop was indicated by participants as well.

RECOMMENDATIONS - The liaison with recreational personnel has been exceptionally helpful in the process of locating interested participants in this experience. Careful choice of the weekend so that it coincides with as few academic deadlines as possible is also essential. A ratio of about two leaders to eight participants is recommended.

19b. NORTHERN ILLINOIS UNIVERSITY

TITLE - G.O.L.D. (Group Outreach Leadership Development)

CONTACT PERSON - Glenn L. Wood

LOCATION - Counseling and Student Development Center
Northern Illinois University
DeKalb, Illinois 60115

OBJECTIVES - GOLD is a group leadership educational program for graduate and undergraduate volunteers who wish to become involved in the outreach programming of the CSDC. The Center offers a number of developmentally appropriate workshops for college students, relating to personal and career concerns. Since the full-time staff of the CSDC is small and the demand for workshops and leaders great, volunteers become the resource to fill this need. The volunteers have many different educational and experiential backgrounds so GOLD is designed to provide potential leaders with the necessary basic leadership skills to be applied to specific developmental workshops. Each academic semester a new class of 8 to 10 volunteers are selected from persons representing numerous major and minor areas of the university. This assures a continuous supply of trained group leaders.

In addition, the G.O.L.D. program provides the volunteer with:

- Experience that offers exploration of alternate vocational/educational goals.

- Increased feeling of self-worth and confidence.
- Increased competence in specific skill areas.
- Increased interest and participation in classes.
- Increased contact with key persons in the university community, often leading to other opportunities.
- Skills and references that may facilitate graduate school or occupational opportunities.
- The opportunity for course work credit hours directly related to educational/occupational goals.

COSTS - G.O.L.D. is a continuing program of the Counseling and Student Development Center, and is therefore self-supporting. There are no fees charged participants.

RESULTS - During the 1977-78 academic year, 1,216 persons participated in the 65 developmental workshops of the CSDC. This number could not have been accommodated in workshops led by only the professional staff of the Center. Ratings of leadership behavior in the systematic evaluation of each workshop indicate that student volunteer leaders receive generally as high ratings as professional staff leaders.

RECOMMENDATIONS - We believe the G.O.L.D. program provides an important educational experience not presently available through any of the degree programs at Northern Illinois University. Its importance, especially to those with career goals in any of the "helping relationship" professions, is evidenced by departmental readiness to offer undergraduate or graduate credit to participants. We recommend a model of G.O.L.D. to any counseling agency wishing to broaden its educational and growth producing impact on the university community.

20. ROOSEVELT UNIVERSITY

TITLE - Bachelor of General Studies (B.G.S.) Student League, College of Continuing Education

CONTACT PERSON - Sue S. Lofton, Assistant Dean

LOCATION - Conference Room, College of Continuing Education
430 S. Michigan Avenue
Chicago, ILL 60605

OBJECTIVES - The BGS Student League was formed early in the history of the College of Continuing Education to provide social support for mature students returning to school. Activities which have been initiated by the student members (and all Students in the College are members simply by entering the program) have included coffee hours for faculty, staff and students, career conferences, information sessions and special social affairs.

Publications of the League are the Urban Journal (writings of BGS students) and newsletters.

COSTS - There is no cost to students. The organization is supported through the Student Activities Board of the University.

RESULTS - Results are difficult to assess, and the success of the organization varies from semester to semester, depending as the organization does on the quality of commitment on the part of students.

RECOMMENDATIONS - The League needs to find ways of serving the needs of this student population which is perhaps, more than the traditional younger student population, heavily committed in time and energy to career, family, and community affairs.

21. SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE

TITLE - Mature Student Workshop/Continuing Education Workshop

CONTACT PERSONS - Max Hansel/Paul Burns

LOCATION - Southern Illinois University at Edwardsville

OBJECTIVES - To facilitate the re-entry by providing psychological reenforcement through group participation with personal application for their own individual needs and purposes toward a search for identity (at midlife crossroads, predominantly); to provide a service not available elsewhere at the University; to provide orientation to the broad range of services and aids available to students to facilitate the re-entry process; to introduce prospective students to the University.

COSTS - None to students.

RESULTS - The workshop format's chief value to the student participants is the establishment of group rapport and psychological reenforcement which ease the trauma of entry or re-entry for older people. In addition the workshop establishes an "identity base" on campus where they may come for help with problems since there is no other place that offers multiple services. The workshop also provides a public service by providing a vehicle for older students to familiarize themselves with University services of which the uninitiated adult may be unaware. It also serves as a recruitment device as a covert "selling" tool. I should re-emphasize, however, the main purpose was, and is, to provide needed service.

22. UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN

TITLE - Academic and Student Support Services Via Toll Free Telephone Wats Line

CONTACT PERSONS - James C. Votruba and Donald E. Hanna

LOCATION - State Wide

BACKGROUND - The University of Illinois at Urbana-Champaign offers graduate level degree programs in many off-campus locations in the State of Illinois. In 1976, an evaluation found that these programs, while generally of high quality and comparable to those on-campus, needed improvement in the area of academic advising and career counseling. Since that time efforts to expand academic advising, such as on-site visits by faculty members, an experimental on-site counseling program, and a detailed study of academic advising services

in the College of Education have been hampered by a lack of support funds and, more importantly, by a limit of time and availability of faculty members. With that background, the Division of Extramural Courses requested and received approval for an In-Call WATS line which students could use to call the Urbana campus toll-free on matters related to their extramural course or degree program.

OBJECTIVES - The objectives of the WATS line were to make available to off-campus students the full range of services offered by the University to on-campus students, emphasizing not only academic advising and career counseling but other information sources such as Veterans Benefits, Admissions and Records, and Financial Aid. Essential to this service is a special feature of the WATS line which permits transfer of the call from the Extramural Courses Office to other offices on campus, including that of any faculty member, department, college or student service. In this connection, the WATS line has also been used by the Guided Individual Study Office to provide a link between its correspondence students and the appropriate faculty instructor.

COSTS - One time installation charge of approximately $200.00. Monthly charges are based on usage and have averaged $200.00 per month through January 1979.

RESULTS - The results to date have exceeded expectations. Since installation in late August more than 730 calls have been received through the WATS line. A breakdown of the types of calls shows that the overwhelming majority of calls have been transferred to the academic department or faculty member, demonstrating that the WATS is effective in facilitating critical academic support services. At the same time, the cost of the WATS line has been far less than any other alternatives that were considered.

RECOMMENDATIONS - Two features are critical to effective use of the WATS line to serve off-campus students. The first is that the individual answering the WATS be educated and knowledgeable about concerns of extramural students so that transfer to the appropriate campus office is achieved the first time. Second, capability to transfer any single call as many times as necessary using the regular University Centrix system is essential.

INDIANA

23. BALL STATE UNIVERSITY

TITLE - Ball State University, Center for Lifelong Education
"Non-Traditional Program"

CONTACT PERSON - Mr. Robert McGinnis

LOCATION - Teachers College Annex 1
319 N. McKinley Avenue, Room 201
Muncie, IN 47306

OBJECTIVES - The Program for Non-Traditional Students is designed to aid adults who are returning as undergraduate students after significant time lapses, having changes in home situations, or experiencing shifts in career directions. The purpose of the program is to help students learn or re-learn those coping skills which will make academic work rewarding. Special interests

and needs are taken into account. Guidance services are provided during the day and during selected evenings to help the students enter the mainstream of the University through enrollment in on-campus academic majors. This is a multi-faceted program which includes academic and supportive services for meeting individual student needs.

COSTS - The program is administered through an academic unit within the University with no additional cost to students.

RESULTS - The Non-traditional Program through the Center for Lifelong Education started in September, 1977,with 25 students being served by one or more components and has grown to more than 275 students being served at the present time. These students have attained an impressive academic record - a 3.75 grade point average out of a possible 4 points. They are here because they want to be here. It is an extremely challenging and satisfying experience to work with these students.

RECOMMENDATIONS - In addition to designing and offering Special Seminars, institutions implementing this program must recognize that they will probably have to modify their current admission and other supportive service procedures, financial assistance and housing regulations, childcare services being provided and space allocations so these older returning students will have a functional "home away from home". Faculty and staff "tuned" to working with returning adults must be identified and utilized.

24. INDIANA STATE UNIVERSITY

TITLE - Academic Services for Women

CONTACT PERSON - Dr. Harriet D. Darrow
Dean of Academic Services and Special Programs
Indiana State University
Terre Haute, IN 47809

LOCATION - Alumni Center, Room 213
Indiana State University
Terre Haute, IN 47809

OBJECTIVES - The Academic Services for Women program is designed primarily to lend special assistance and encouragement to women over the age of twenty-five who are beginning or returning to college for a variety of reasons. Some are accepting the challenge of a college career for the first time; others are returning after an interrupted period while raising a family; some to upgrade their marketable skills or to meet requirements for job promotion or salary advancement; and still others to seek personal fulfillment in a wide variety of subject areas.

The women may seek assistance in admission, analysis of transcripts of past college work, counseling as to vocational and educational plans, referral for aptitude and vocational interest testing, and assistance in registration and class scheduling.

One of the important features of the program is the personal assistance offered in acquainting women with the University and its procedures, thus reducing the frustrations that cause many women to stay at home.

Evening classes are offered to provide more flexibility for the homemaker and for the employed women. A variety of interesting and stimulating non-credit courses also are available, along with workshops, seminars, and independent study courses.

ACTIVITIES - "Coffees" are held twice a year to give prospective students a chance to talk with contemporaries who already have embarked on college careers and to share concerns and aspirations with their peers.

A one-day Finance Forum for Women is offered each spring for interested women (and men) on campus and in the community who want to become more knowledgeable in finance and related areas. A one-day Small Business Seminar has been offered to provide basic information about organizing and successfully operating a small business.

COSTS - ASW is a part of the Academic Services and Special Programs unit of the University. There are no extra fees for the services rendered through this program.

RESULTS - Well over one thousand women have come through the program since its inception in 1969. A good percentage have gone on to complete their degrees and embark on careers in the teaching profession, social work, nursing, interior design, real estate, and many others.

RECOMMENDATIONS - With the changing roles of women and the ever-increasing numbers in pursuit of learning, we feel it is imperative to keep abreast of the many career opportunities opening up to women, to encourage and assist them, and to refer them to other University and community sources as their needs are determined.

25a. INDIANA UNIVERSITY

TITLE - Adult Learning Services

CONTACT PERSON - Central Office - Nancy Seltz and Susan El-Shamy
IU - Bloomington - Sue Alexander
IUPU Fort Wayne - Kay Hahn
IU Southeast at New Albany - Pat Ramsey
IU East at Richmond - Bob Spuhler
IU South Bend - Ted Hengesbach

OBJECTIVES - Adult Learning Services is designed to aid adults throughout the state of Indiana in gaining information about and access to further education. It is an attempt to match the educational needs of adults with the resources of all postsecondary institutions in the state. ALS provides adults with the following services:

- information and referral systems to assist adults in choosing educational resources appropriate to their personal and occupational objectives, including a telephone-in service.

- free on-site orientation programs called Return to Learning Workshops, to acquaint adults with the requirements and procedures of returning to education.

- advisement seminars on self-assessment, goal setting, and educational/ career decision making.

- counseling/advising opportunities with a counselor trained in the special needs of adult learners.

Although the services are part of an Indiana University sponsored program, information and referrals are given on all educational opportunities available within the client's given geographical area. This includes colleges, universities, junior colleges, vocational and technical schools, business and industry training programs, and community skill training programs.

COSTS - Adult Learning Services are a part of the Post-Secondary Adult Student Services of the School of Continuing Studies at Indiana University, and are supported by the Fund for the Improvement of Post-Secondary Education.

25b. INDIANA UNIVERSITY

TITLE - Correspondence Study Leading to High School Graduation

CONTACT PERSON - Dr. Harold Markowitz, Jr., High School Program Coordinator,
Independent Study Division, Owen Hall 305
Indiana University
Bloomington, Indiana 47405

LOCATION - Program location: Indiana University
Student location: their own homes

OBJECTIVES - Permits adults and out-of-school youth to complete high school diploma requirements.

PROGRAM SKETCH - Indiana University and the Monroe County Community School Corporation jointly offer a program to complete high school programs that were terminated earlier. To be eligible, the student must be at least 17 years of age, have been out of school for at least one semester, and need no more than eight additional credits for graduation.

The high school program available through Indiana University consists of 113 courses in every major area. The courses are approved subjects of Indiana schools, and use state-adopted textbooks. Each course is revised or completely rewritten on a five year cycle. A study guide to accompany each course has been written by an expert in the discipline. All instructors are fully qualified to teach at the high school level. Our standard for returning lessons to students is five working days. All of these considerations point to a range and quality of offerings and services that assures the highest standards are met in our correspondence courses. A high school counselor is available by toll-free phone, five days a week.

Upon completion of the required course of study, a diploma will be awarded by Bloomington High School South -- Indiana University does not grant high school diplomas. Transcripts and other permanent records are maintained at the high school. The diploma that is awarded is exactly like that of any other graduate of the school; this is a regular high school program, not an equivalency program.

COSTS - $16 per hour for part-time counseling services. All other costs, as phone and administrative costs, are budgeted for the Independent Study Division as a whole without reference to separate projects.

RESULTS - First year results: With minimal program publicity, first year enrollment was 27. As anticipated, the age range was from 17 to over 65 and the academic requirements varied from two courses needed to more than 16 (people with extensive requirements were counseled to use combination of resident adult programs and the correspondence option). This is a valuable community service and a viable continuing education program, meeting the needs of students who are unable or unwilling to meet in regular classes.

RECOMMENDATIONS - A similar program has potential application in any community. Our emphasis has been on meeting Indiana graduation requirements and receiving an Indiana diploma. Adult programs could link themselves with suitable high school correspondence programs; where no regional correspondence offerings exist, Indiana University will cooperate in establishing a similar arrangement.

25c. INDIANA UNIVERSITY

TITLE - Continuing Education Center for Women (CECW)

CONTACT - Pam Peterson

LOCATION - I.U.P.U.I. Division of Continuing Studies
1301 East 38th Street, Indianapolis, IN 46205

OBJECTIVES - The Center for Women has a three-fold mission. We are designed to assist women in the process of "Back to Work/Back to School" and in "Changing Careers" (CECW is geared to assist women but is not limited to women). We pursue this objective in a two-fold fashion through credit-free course/workshop programs and through client-centered career counseling. On a yearly basis we survey our audience (which is exclusively adult) and focus our programatic/ counseling services on the expressed and assumed needs of this defined population. As a result, we find ourselves becoming an "Adult Advocacy" unit within the academic community as well as an adult "Brokering" service. The challenge of meeting these "student service" oriented needs as well as our institutional mission can be summarized by saying we are a "University Agency meeting individual needs."

COSTS - CECW is part of I.U.P.U.I. Division of Continuing Studies and is, therefore, self-supporting in nature. Although no one is turned away from our services, fees do range from $15 for counseling and/or interest testing, to a cost of $55 for our "peak" course fee.

RESULTS - CECW is cost effective. On a yearly basis, we offer approximately 50 courses serving approximately 800, and we see an additional 500 in counseling. Referrals come from within the academic community as well as from the community itself. Over 60% of our clientel does, indeed, return to work/school or change careers within one year of their contact with CECW. Additionally, in order to meet the demands of this lead, our small staff trains/supervises 7 or 8 practicums/ interns yearly, from Counseling and Guidance, Student Personnel and Adult Education.

Therefore, we practice what we preach by utilizing re-entry students of Indiana University, Bloomington, and Indiana University-Purdue University, Indianapolis.

RECOMMENDATIONS - The success of this operation, in our opinion, has come from several sources. We do feel that it is imperative to survey the target population for needs, refine and focus the mission to meet this need and then market to them. By remaining small, but having close working relationships (through committees, perhaps) with various university units, we are able to make referrals to other university or community sources. We feel this referral system can and does work by maintaining our professional continuity in counseling and programming at CECW.

25d. INDIANA UNIVERSITY

TITLE - The External Degree Programs of the School of Continuing Studies

CONTACT PERSON - Dr. Louis Holtzclaw, Director of Counseling and Admissions

LOCATION - Administration Building, 1201 East 38th Street, Indianapolis, IN 46205

OBJECTIVES - What Are The External Degree Programs? The External Degree Programs bring the resources of the Indiana University System to individuals who want to earn a college degree but who have been unable to begin or to complete their college education because of work schedules or domestic responsibilities. Courses leading to the general studies degrees are available to those individuals who are unable to be at a specific place at a specific time, to complete a course in a specific length of time (usually a semester), or to finish a degree as a student in residence or on a full-time basis. Regular college classes may be taken at a nearby Indiana University campus or at any nearby accredited college.

What Degrees Do These Programs Offer? The External Degree Programs offer an Associate of General Studies Degree and a Bachelor of General Studies Degree. Both degrees include general requirements in the areas of Mathematics and Sciences, Social Sciences, and Humanities. The degrees also permit a generous number of credits to be earned in areas of the student's choice (electives). Both degrees are general in nature and do not require specialization in a single subject.

Special concentrations in Labor Studies are also available in the External Degree Programs. The concentration in Labor Studies offers several options: a certificate in Labor Studies, an Associate of General Studies with a concentration in Labor Studies, and a Bachelor of General Studies with a concentration in Labor Studies.

Who Can Enroll in These Programs? Anyone with a high school diploma or its equivalent is welcome to apply to the External Degree Programs. The programs are of special interest to those with family responsibilities, to those desiring job mobility, to those with special interests to develop, and to retirees who wish to stay active.

How Can You Earn an Indiana University Degree through the External Degree Program? The External Degree Programs offer credit through correspondence courses, television courses, weekend courses, intensive summer session courses, and evening courses. Various options are available at different Indiana University campuses, although work done on any Indiana University campus may be applied to the degree. Through cooperative arrangements, work may also be done at other accredited institutions

of higher learning if the course(s) has the approval of the I.U. counselor. Credit for work previously completed at Indiana University or any other accredited institution may also be applied to degrees earned through the External Degree Programs. Credit for life experience, job-related training, military training, etc., may also be counted toward the degrees through special options such as credit-by-examination and self-acquired competency credit.

COSTS - Fees: For students who have not attended Indiana University prior to application to the External Degree Programs, a $15 application fee is required and should be paid at the time the application is submitted. On-campus classes: On-campus course fees are the prevailing fees at the campus on which the student enrolls. Independent study courses: Independent Study University course fees are $26 per credit hour.

RESULTS - There have been approximately 2,500 students enrolled in the External Degree Program up to this date. The average semester load per student is 6.7 hours. There have been 250 graduates of the External Degree Program thus far. Our enrollment continues to grow.

26a. PURDUE UNIVERSITY, CALUMET CAMPUS

TITLE - Voluntary Action Center (VAC)

CONTACT PERSON - Rose E. Ray, Ph.D.

LOCATION - Student-Faculty-Library Building
Purdue University Calumet
Hammond, IN 46323

OBJECTIVES - 1) Support the development of Purdue University Calumet Field Enrichment programs by: (a) facilitating the placement of students in volunteer activities, (b) acting as a liaison between community service organizations and Purdue University Calumet faculty and students to provide information on volunteer opportunities which meet the needs of faculty and students, (c) working with individual Purdue University Calumet faculty on developing appropriate kinds of student placements, on academic field experience models, etc.

2) Act as a liaison between Purdue University Calumet and the VAC of Lake Area United Way.

3) Work with VAC of Lake Area United Way on developing workshops and seminars to train volunteers and volunteer supervisors.

COSTS - One-fourth faculty released time: two student coordinators (part-time).

RESULTS - In a three-semester period, 67 agencies have utilized the volunteer services of 172 students. Student evaluations indicate that: (1) students have a greater understanding of human service agencies, (2) were able to put classroom theory into practice, and (3) have more empathy for human problems. Faculty evaluations have been positive, as evidenced by the repeated utilization of VAC services by the faculty of the school of HESS.

RECOMMENDATIONS - VAC has grown more rapidly than was anticipated, and it is recommended that a full-time coordinator be appointed to expand the program and meet the ever-increasing needs of students, faculty, and community service organizations.

26b. PURDUE UNIVERSITY, CALUMET CAMPUS

TITLE - Career Development and Placement Office, Job Location and Development Program

CONTACT PERSON - William F. Sheahan

LOCATION - 2233 - 171st Street
Hammond, IN 46323

OBJECTIVES - The Job Location and Development Program is a federally funded program which is intended to expand off-campus, part-time employment opportunities for Purdue Calumet Students, without regard to need, who are enrolled at the campus and who desire to work.

Under the federal guidelines, the Job Location and Development Program may not be used to locate jobs at the University itself or to locate and develop jobs for students to obtain upon graduation. The Career Development and Placement Office is working to create a stronger link between employers who have part-time openings and qualified Purdue Calumet Students who are seeking employment.

COSTS - Since federal funds are involved, there is no cost to the institution or employers.

RESULTS - Because the program is new, it is too early to make an evaluation.

RECOMMENDATIONS - Colleges and universities which participate in the Federal Government's College Work-Study Program are eligible to use up to ten percent of the funds received for the Work-Study Program to establish and operate their own Job Location and Development Program for its students.

26c. PURDUE UNIVERSITY, CALUMET CAMPUS

TITLE - Stress and Anxiety

CONTACT PERSON - Dr. Waltee Douglas and Dr. Bill Giddings

LOCATION - Purdue University Calumet
2233 - 171st Street
Hammond, IN 46323

GOALS - To develop an awareness of the underlying principles of stress and anxiety. On the basis of this information, stress producing behavior patterns and thought processes were examined and more healthy ways of coping with stress situations were explored. Participants learned and applied rational-emotive principles and the processes of Systematic Desensitization approaches to modifying personal behaviors related to stress.

OBJECTIVES - Students who participated in the five week Stress Anxiety Management course learned:

- At least three basic theories of anxiety.
- Basic Rational Emotive principles and processes.
- The Systematic Desensitization principles and processes.
- To identify events that trigger anxiety reactions.
- To become more aware of the anxiety arousing thoughts and self-statements identified with an event.
- To see that these statements are illogical, self-defeating and exaggerated.
- To dispute and challenge these irrational thoughts and statements.
- To use progressive muscle relaxation techniques.
- To use scene visualization.
- To develop a personal hierarchy of stressful situations and identify behaviors associated with them and stress elements.
- To develop a plan to manage personal stress and anxiety.
- To control internal reactions and behaviors associated with anxiety provoking situations.

COSTS - The course was offered at minimal cost to the University. This cost included test material for twenty-one participants and the cost for the two Student Development staff persons who team taught the course.

RESULTS - The duration of the course was five weeks. There were twenty-one enrollees whose ages ranged from 21-49. There were two males and nineteen females. The class was open to students and residents within the community.

A pre-post Self Evaluation Questionnaire was administered to determine the levels of A-Trait and A-State anxiety. The first two sessions focused on a didactic presentation (by two Student Development staff persons) of theoretical concepts which included Rational-Emotive Anxiety theories and the Systematic Desensitization.

Participants identified individual stressors and were taught systematic skills for reducing stress and anxiety. During the third and fourth weeks participants practiced using these skills. The final week was used to summarize coping mechanisms and evaluation. The results of subjective and objective evaluation indicated that all participants benefitted from the experience. A-State anxiety was significantly reduced; however A-Trait anxiety only reduced significantly in 50% of the participants. The size and duration of the group were contributing factors.

RECOMMENDATION - The methodology used with the group should be continued. The size of the group should be limited to 10-12. Team teaching or cofacilitating the group is highly recommended.

26d. PURDUE UNIVERSITY, CALUMET CAMPUS

TITLE - Psychology of Careers

CONTACT PERSON - Dr. Waltee Douglas or Patricia A. Carlisle

LOCATION - Purdue University Calumet
2233 - 171st Street
Hammond, IN 46323

GOALS - The Psychology of Careers course focuses on currently changing economic and social conditions. Participants will look at the serious implications for all workers who are now employed and those who are planning to enter the world of work. The course provides for an overview of the current socio-economic scene, labor market trends, and opportunities. Special attention will be given to the satisfactions that people expect from work.

The course is designed to assist participants in understanding a theoretical framework for career development. Individuals become involved in a better understanding of the development and implementation of a systematic procedure for compiling, analyzing, integrating, and synthesizing the necessary personal, occupational, and educational information required for present and future decision making and goal setting related to career planning.

OBJECTIVES - Participants in this course will:

- Increase understanding of self by exploring interests, needs, personality variables, and life-style preferences.
- Recognize personal values and their relationship to career plans.
- Learn to develop short-term and long-term goals.
- Learn effective decision-making strategies.
- Learn a minimum of two career theories.
- Utilize appropriate resource material in the career planning process.
- Identify and utilize community resources in career planning.
- Explore career clusters and investigate a minimum of three of these.
- Develop a tentative career plan based on information about self and careers.
- Develop an academic plan to reach the career goal.

COSTS - The course is part of the University curriculum. Regular tuition charges are made -- $24.50 per credit hour.

RESULTS - The first offering of Psychology of Careers concluded on March 22, 1979. Twenty-one students registered for the course, including nine individuals who were not enrolled in other University courses -- three of these individuals are currently high school students. It is interesting to note that two individuals have obtained employment as a direct result of class activities, while another person is currently following up on an employment lead. Course evaluations were generally favorable and indicate the majority of the students involved feel they have been able to set career related goals as a result of the class.

RECOMMENDATIONS - Only limited information, activities, and exercises can be covered in fifteen contact hours. It is essential that a mini-course of this type be very carefully structured prior to the first session to maximize effectiveness.

26e. PURDUE UNIVERSITY, CALUMET CAMPUS

TITLE - <u>The Psychology of Relationships</u>

CONTACT PERSON - Dr. Waltee Douglas

LOCATION - Purdue University Calumet
2233 - 171st Street
Hammond, IN 46323

GOALS - To help individuals learn the nature of relationship development and maintenance based on current research and theory. They will learn to become more aware of themselves, their partners and others with whom they wish to develop meaningful relationships. In this course, it will be necessary to examine communication patterns that affect relationships. This will result in a plan for enhancing relationships and development and maintenance of one-to-one relationships, i.e., couples (married or unmarried), parent/child, friend/friend, employer/employee, etc.

OBJECTIVES - Couples who participate in the Psychology of Relationships course will learn:

- The basic fundamentals of relationship development and maintenance.
- The stages of relationship development.
- To distinguish four relationship states.
- Factors involved in the Exchange Theory.
- Conflict management skills.
- Communication processes.
- To develop a contract based on procedures for dealing with old and/or new issues.

COSTS - This course is offered without additional cost to the University.

RESULTS - Unavailable at this particular time.

RECOMMENDATION - Available upon completion of the course, and upon request.

26f. PURDUE UNIVERSITY, CALUMET CAMPUS

TITLE - Principles of Assertive Behavior

CONTACT PERSON - Dr. Waltee Douglas

LOCATION - Purdue University Calumet
2233 - 171st Street, Room C343
Hammond, IN 46323

GOALS - To enable participants to understand the theoretical concepts of assertive behavior as it relates to humanistic goals and values. Emphasis will be on both cognitive and rational-emotive aspects. A multi-media approach will be used to focus on irrational assumptions and responses. This data will be used to explore ways to modify non-assertive, self-defeating behavior.

OBJECTIVES - Students who participate in the five week Assertive Behavior program will:

- Learn the basic principles of assertive behavior.
- Learn the Underlying assumptions of irrational behavior.

- Become aware of their own assertive rights and values.
- Develop appropriate assertive bahaviors in interpersonal interactions.
- Develop a plan for continued use of assertive skills.

COSTS - The cost for the program will involve time of Student Development staff person.

RESULTS - Will be available upon completion of course.

RECOMMENDATION - Recommendations will be available upon completion of the course.

26g. PURDUE UNIVERSITY, CALUMET CAMPUS

TITLE - Vietnam Veterans Rap Group (VVRG)

CONTACT PERSONS - Dr. Waltee Douglas and Robert Barber

LOCATION - Purdue University Calumet
2233 171st Street, Room C343
Hammond, IN 46323

OBJECTIVES - To counsel Vietnam combat veterans in a group setting. Recent research suggests that many Vietnam veterans find a need to deal with unpleasant feelings and memories about their war experiences and their unnoticed return home. Many of these vets, too, express a need to find meaning and make sense out of their experiences. The VVRG's are being implemented in order to deal with the problems stemming from their experiences in Vietnam. These groups are for veterans who served in Vietnam, are limited to 4-8 persons per group, and are led by trained Vietnam vets and professional counselors. The goal of the group is to allow Vietnam vets to freely discuss and share their thoughts, feelings, and memories about their war experience, and to deal constructively with these issues and their individual present life situation.

COSTS - There is no charge to the group members and no costs to the university.

RESULTS - Veterans participating in the VVRG's have undergone changes that can be understood around three subthemes as part of the larger paradigm of "death and the continuity of life" (that is, in terms of bringing their Vietnam experience -- and psychological problems resulting therefore -- into real life here and now perspectives): 1) in place of excruciating separation and isolation, the men are seeking new forms of connection -- within themselves, with each other, and with viable American and worldwide subcultures; 2) in place of the disintegration of the "counterfeit universe" of Vietnam they are seeking integrity and new definitions of honor; and, 3) in place of static and numbed state, they are seeking movement, development and transformation.

In a more general sense, they are struggling toward a new sense of wholeness and completeness that depends both on intrapsychic authenticity and principles beyond the self -- they are seeking, that is, a new and viable sense of symbolic immortality. Most of the men have come to the rap groups out of common survivor confusions and aspirations. Veterans attending the sessions

regularly have all expressed experiencing some sense of personal gain. There has been not only relief of pain but virtually always, an expanded insight concerning self, war, and society.

RECOMMENDATIONS - The success of this operation depends in part on referrals to and from the PUC Counseling Center. Vietnam vets who have availed themselves of counseling at the PUC Counseling Center can be referred to one of the group leaders for possible inclusion into the VVRG. Participation in the VVRG would allow the vet to experience support from and interactions with his contemporaries. In addition, vets in need of counseling with concerns that cannot be sufficiently dealt with in the group can receive additional individualized counseling from a member of the PUC Counseling Center.

IOWA

27a. UNIVERSITY OF IOWA

TITLE - Career Planning Workshop

CONTACT PERSON - Steve Graham

LOCATION - Center for Credit Programs,
Division of Continuing Education
W400 East Hall
The University of Iowa
Iowa City, Iowa 52242

OBJECTIVES - The Career Planning Workshop affords students the opportunity to begin to explore possible directions for choice of academic major or career and to understand the decision making process involved in that choice; (2) To provide an introductory experience for students to begin exploring the nature of their interests, abilities and values and how these factors are related to educational or vocational choice; (3) To allow students to begin to understand how career information is organized and where to obtain that information; (4) To receive information about appropriate referral sources in order to gain further self or career information.

The workshop is conducted in cooperation with various other university departments such as the University Counseling Center. Since each university department has a special expertise as well as a special target group of interest, they sponsor special small group sessions that allow them to tailor some of the topics in the workshop to their particular population. As an example, the adult education small group deals with credit transfer, study skills concerns, and other various questions adult students may have. Consequently, this format allows the participants to choose a small group that will center on a special emphasis in addition to the general objectives mentioned above.

COSTS - The costs for the Career Planning Workshop are minimal. Since several campus agencies are involved, the costs are split among the respective offices. The cost normally runs around $20.00 per agency depending on publicity costs, printing costs, etc.

RESULTS - A brief evaluation instrument is used to evaluate the results. As an example, from our most recent workshop a correlated test on pre and post scores on the evaluation indicated that there was a significant increase in the participants perceived knowledge following completion of the career Planning Workshop. More specifically, participants showed an increase in all workshop related items such as knowledge of abilities, future career life style, decision makings, interests, and career information. Although the sample was small, these results suggest that the Workshop is effective.

RECOMMENDATIONS - At the Center for Credit Programs we strongly feel that much of the success of the Career Planning Workshop results from the cooperative effort. Since several university agencies are involved, we can draw on their various expertise in implementing a workshop such as this. Co-sponsoring this effort avoids duplication yet it allows the workshop to take on a special focus and educate the more traditional campus agencies to the needs of non-traditional students. Consequently, we strongly recommend the concept of cooperative programming and try to utilize all of our own programming efforts at the Center for Credit Programs.

27b. UNIVERSITY OF IOWA

TITLE - Education Advising Service - The University of Iowa - Center for Credit Programs

CONTACT PERSON - Bonnie M. Miller

LOCATION - Center for Credit Programs
W400 East Hall
The University of Iowa
Iowa City, Iowa 52242

OBJECTIVES - The Educational Advising Service was designed to assist adults who are interested in beginning or continuing their education on a full or part time basis. This effort resulted from the fact that on-campus offices usually close at 5:00 and services are mainly available to currently enrolled students. The Advising Service provides information on educational opportunities, admission procedures and financial aid, in addition to assisting the prospective adult student with academic planning. Interest tests are available as part of a vocational counseling service that is also offered to the adult student.

The Educational Advising Services operates in four main areas. First, through individual contact with adults by appointments, correspondence and telephone contact, facilitated by a state-wide toll free number. Second, through programming efforts such as the Re-Entry Workshop, Career Planning Workshop, Life Planning Workshop and the Women's Survival Skills for the Work World Workshop. Third, through outreach efforts in which the Advising staff travels to locations throughout the State to meet with students and prospective "non-traditional" students. Fourth, study skills assistance is available to assist adults who may have a high level of anxiety about their ability to return to school.

COSTS - All individual services including interest tests are free of charge. Program fees may range from $2.00 - $5.00

RESULTS - The Educational Advising Service has been extremely successful. During the 1977-1978 academic year, over 2,000 contacts were made with individuals alone. In addition, a large percentage of referrals are being made to the Advising Services by friends who have had a previous positive contact with us.

RECOMMENDATIONS - Due to the large increase of adult part-time students in recent years, we feel there is a need to provide a special advising service at The University of Iowa. Since many of the returning students have special concerns such as: family and job responsibilities, anxieties and fears about returning to school, questions about transferring credit, time and geographic restrictions, etc., we feel it is important to have an advising service available with the special expertise to work with the non-traditional student. We have also found that by removing the various barriers facing the non-traditional student the advising service has proven to be a successful vehicle to increase enrollment in programs offered by the Center for Credit Programs.

27c. UNIVERSITY OF IOWA

TITLE - Re-Entry Workshop - The University of Iowa

CONTACT PERSON - Bonnie M. Miller

LOCATION - Center for Credit Programs
W400 East Hall
The University of Iowa
Iowa City, Iowa 52242

OBJECTIVES - The target population for this workshop are people who want to return to college after an interruption in their education. The workshop has four main goals; 1) to reduce anxiety associated with the re-entry process, 2) to establish educational/career goals, 3) to provide information on various student services, and 4) to provide study skill assistance. As such, the workshop format was designed from these four goals. The morning session is conducted with the entire large group to encourage a feeling of "students who have returned to school." This session included a panel of "returned students" who share their experiences in coming back to school. Next a panel of student service staff presents information on admissions, financial aids, etc. Also included in the morning is the presentation of a decision-making model with practice exercises. All of the panel members are available during a luncheon to answer individual questions. The afternoon sessions consist of small groups designed to encourage discussion. The afternoon includes three seminars; Time and Stress Management, Study Skills, and Educational/Career Planning.

This workshop is a cooperative effort among six student service areas and is advertised on a state-wide basis. The workshop format is a result of a 6 month planning effort using the model described in the Training Manual for Student Service Program Development by Marv Moore and Ursula Delworth.

COSTS - Participants are asked to pay a $5.00 program fee which includes lunch. The program costs range from $6.00 - $9.00 with the state-wide advertising effort as the principal cost factor.

RESULTS - Over 200 people have participated in three different workshops. Pre-post evaluation methods are used in addition to a six month follow up. Of those people responding to the follow up, 75% had enrolled for at least one course.

RECOMMENDATIONS - State-wide advertising costs are a major factor with this program. The costs for the entire program effort could be reduced by limiting the geographical area that is served.

28a. UNIVERSITY OF NORTHERN IOWA

TITLE - Health Aide Program

CONTACT PERSON - Robert Tujetsch, Administrator - Student Health Center

LOCATION - Student Health Center
University of Northern Iowa
Cedar Falls, Iowa 50613

OBJECTIVES - Health Aide Program resulted in: 1) More efficient use of Health Center space and additional health services provided. 2) Availability of continuing health care to students living in Residence Halls during the hours that the Health Center is closed. 3) Competently trained Health Aides residing in Residence Halls are capable of administering first aid and responding to symptoms indicating the need for physical or mental attention. 4) Providing instructions and assistance during medical emergencies, including arranging for ambulance transportation and hospital emergency room and outpatient services.

COSTS - None reported.

RESULTS - The Health Aid Program at the University of Northern Iowa has been extremely successful because it has extended the services of the Health Center to more students on campus and it has served as a very important communication link between the students and the Health Center. Equally important is the fact that the Health Aides have earned the respect and confidence of the staff and students.

28b. UNIVERSITY OF NORTHERN IOWA

TITLE - Special Dinners Program (Wine 'n Dine)

CONTACT PERSON - Carl A. Jardine - Coordinator of Residence Hall Programs
University of Northern Iowa
Cedar Falls, Iowa 50613

LOCATION - Redeker Dining Center, Regency Room (Social Hour) and Century Room (Dinner)

OBJECTIVES - The Special Dinners Program was initiated in the Fall of 1972 after the Iowa General Assembly had lowered the legal age for drinking from 21 to 19. The program consists of a social hour, featuring an alcoholic punch, followed by a served dinner in an atmosphere of candlelight and soft music. A maximum of 54 persons participate; the dining room has nine tables each of which confortably seats six people. Each table has a host or hostess (University faculty or staff member, or an invited guest from the community), or a couple acting in that capacity. Wine is served with the meal. The dinner served may be one of four "gourmet" menus. An informative presentation is made at each dinner regarding topics such as restaurant selection and reservations, ordering, wine selection, tipping, etc.

The objectives of the Special Dinners Program were, and are, to offer students: 1) an opportunity to gain dining and social skills which will make them more at ease in any restaurant or formal dining setting; 2) a dining experience which, in both environment and menu, is a welcome "break" from the regular residence hall cafeteria fare; 3) a social/dining setting which showcases the appropriate use of alcoholic beverages; and 4) an opportunity to interact with faculty and staff, and mature adults from the community, in an atmosphere conducive to the development of positive, mutual understanding.

RESULTS - The Special Dinners Program is in its seventh year on the University of Northern Iowa campus. During that time, several thousand students have been involved in the program. The special dinners are as popular today as they were in 1972-73, if not more so.

COSTS - Most of the participants are contract diners residing in the residence halls. The extraordinary costs of the program amount to about $6,000 per academic year, and these costs are assumed by Housing and Dining Services.

28c. UNIVERSITY OF NORTHERN IOWA

TITLE - Transcript Service Through the Alumni Association

CONTACT PERSON - Robert Leahy, Registrar
University of Northern Iowa
Cedar Falls, IA 50613

OBJECTIVES - To provide a quick response to requests for transcripts while administering the university charge for transcript service and remind alumni and friends of the University of the services of their alumni association.

The University of Northern Iowa has a charge for transcript service. Requests for transcripts received without including payment are serviced without delay compliments of the Alumni Association. A letter is sent to the students informing them that the Alumni Association has guaranteed their service charge in order not to delay their transcript requests. The student is requested to reimburse the Alumni Association.

COSTS - A small percentage of students fail to reimburse the Alumni Association. The cost is approximately $200.00 per year on 14,000 transcripts issued.

RESULTS - When reimbursing the Alumni Association an additional contribution is occasionally included. In addition to the good public relations for the Alumni Association and the University an updated address of alumni is provided. This allows the Alumni Association to make additional contacts at a later date.

28d. UNIVERSITY OF NORTHERN IOWA

TITLE - CAMP - Career and Major Planning

CONTACT PERSONS - Karen O'Neil, Liberal Arts and Business Placement or
Rose Kukla, Hall Coordinator - Lawther Hall
152 Gilchrist
University of Northern Iowa
Cedar Falls, Iowa 50613

PROGRAM DESCRIPTION - A program to assist undecided undergraduates (primarily freshman and sophomores) in planning their education program, selecting majors, and relating majors to careers and lifestyles.

The program involves groups of fifteen students who participate in six consecutive weekly sessions. Each week important topics are presented by trained leaders or resource persons.

Participants are involved in activities and discussions designed to assist them in their career decision making. The six sessions are outlined below:

Session I — Introduction - building group cohesiveness; overview of the program.

Session II — Assessment of Needs - examination and evaluation of personal values and skills.

Session III — The College Experience - exploration of personal interests, education goals and campus resources available to assist students in exploring specific majors.

Session IV — Career Exploration and Job Satisfaction - evaluation of careers in relation to one's life roles; examination of available alternatives.

Session V — Life Styles - a panel of individuals from the community selected to discuss their views on lifestyles, college majors and career experiences.

Session VI — Wrap-up and Evaluation - Student goal-setting, program evaluation, where to go from here.

LOCATION - The groups are held in various campus locations such as residence halls and the student union.

OBJECTIVES - 1) to offer a comprehensive counseling package for undecided underclass students; 2) to teach students the decision-making process; 3) to help students identify personal interests, skills and values that relate to possible careers; 4) to help students identify educational goals, abilities, majors and college activities that relate to possible careers; 5) to help students explore the place of work in their lives and identify career interests related to their tentative major(s); and 6) to expose students to adults leading a variety of career and lifestyles.

PROGRAM ORGANIZATION - The CAMP Program was initiated by the Office of Placement and Career Services and developed through a cooperative effort between the Offices of Housing, Academic Advising Services, Counseling and the Women's Center.

The planning committee met bi-weekly for ten weeks to plan program goals, content and workbooks.

COSTS - 25 Leader's Workbooks - $20.00
100 Student Workbooks - $85.74
30 Posters - supplied free by University Graphics

PUBLICITY - Letters announcing the program were sent to all faculty and staff. Letters were also sent by all hall coordinators to their undecided advisees. Posters were posted twice - all around campus, in academic department offices, residence halls and common gathering places.

SIGN-UPS - Students signed up at their residence hall office or in the Office of Placement and Career Services. Reminders were sent or called in to all participants.

TRAINING - All group leaders (student services staff, counselors, residence hall coordinators and faculty) attended one all-day training session prior to the first groups.

RESULTS - One noteable result is the high attendance rate of the students. Pre and Post-Assessments are given each participant, and group evaluations are collected after each session. Statistics, trends and guidelines are being compiled by the Office of Academic Advising Services.

RECOMMENDATIONS - This project is most worthwhile for college and universities interested in strengthening the advising services available for undecided students. This program was successful because of complete support from Student Services Administrators, efficient secretarial assistance and the collaboration of several different departments.

KANSAS

29a. KANSAS STATE UNIVERSITY

TITLE - Non-Traditional Study

CONTACT PERSON - Carolyn Olson

LOCATION - 313 Umberger Hall
Kansas State University
Manhattan, KS 66506

OBJECTIVES - The Non-Traditional Study Program (NTS) was designed to serve adult students throughout Kansas who have barriers to conventional higher education alternatives. The NTS staff serves as an advising service for adults seeking further aducation while providing a means for obtaining coursework through independent study. Staff members help students identify and articulate prior experiential learning which might be credited. Through the NTS program the Committee of Overseers may award the Bachelor of General Studies Degree - a competency-based degree. The NTS student is not bound by conventional semester time frames. Students may begin and end at their own rate.

COSTS - $18.00 per semester credit hour.

RESULTS - In its first four years of existence over 100 students have been admitted to the NTS program while many others have been advised of and discovered that their needs can be met through other alternatives.

RECOMMENDATIONS - Personal attention and individualized programming has been our key to success. Adults want to know how something works directly for them not the general public.

29b. KANSAS STATE UNIVERSITY

TITLE - Adults - Credit for Prior Learning and College Degrees

CONTACT PERSON - Carolyn Olson
Bobbie Flaherty

LOCATION - 313 Umberger Hall
Kansas State University
Manhattan, KS 66506

OBJECTIVES - A resource service provided to any adult group. The service consists of information regarding alternative educational resources, how to get credit for prior learning and what remains to complete a degree. The staff provides on-site evaluations of prior college work and methods of completion available to fulfill remaining degree requirements.

COSTS - None

29c. KANSAS STATE UNIVERSITY

TITLE - Quiz-Outs for Adults/Professionals

CONTACT PERSON - Carolyn Olson

LOCATION - 313 Umberger Hall
Kansas State University
Manhattan, KS 66506

OBJECTIVES - In light of the fact that many adults obtain college level learning outside of the classroom, the Division of Continuing Education has worked with the Department of Health, Recreation, and Physical Education to assess experiential learning of health professionals and with the College of Home Economics to assess experiential learning of homemakers through a special testing program. Credit for these skills helps the adult student in pursuit of a degree of other credential without unnecessary repetition in the classroom, allowing for more time for more advanced study.

COSTS - $18.00 per semester credit hour earned.

RECOMMENDATIONS - Upon completion of an exam, the student receives individual advisement on use of the credits and methods for completion of further college work.

30. UNIVERSITY OF KANSAS

TITLE - The Adult Life Resource Center

CONTACT PERSON - Carol Nalbandian, Director

LOCATION - University of Kansas, Annex A

OBJECTIVES - The Adult Life Resource Center offers career counseling which enables adults to explore various career alternatives. This service is offered to the layman as well as the professional. In addition, the professional can learn the proper proceedure for conducting workshops (e.g. assertiveness trainings). A toll-free information line (in Kansas only) provides information in various careers and courses which are offered.

COSTS - No cost for career counseling. Maximum cost of vocational testing is $15.00. Costs of workshops vary.

RESULTS - Workshops are evaluated and modified as the needs of clients are identified and in reaction to public response. Workshop manuals can be purchased:

1) The Adult Life Cycle, $15.00 and $1.00 mailing charge
2) Career Exploration for Women (trainer and participant manual) $15.00 and $1.00
3) Life Career Workshop (trainer and participant manual) $20.00 and $1.00
4) Create Manual (trainer and participant manual) $20.00 and $1.00

KENTUCKY

31a. UNIVERSITY OF KENTUCKY

TITLE - Orientation-Advising Conference for Adult Students

CONTACT PERSON - Jane Stephenson, Coordinator
Student Services - University Extension

LOCATION - The Student Center
University of Kentucky

OBJECTIVES - Because many adult students have not been at the University, it was felt that a conference to acquaint the student with the campus would be helpful at the beginning of the semester. Many students did not know how to make contact with an academic advisor so this was included as part of the all-day program. The students could attend any or all sessions of the program. The morning session included a "Campus Services Panel" with persons on the panel from the Placement Office, Office of the Dean of Students, Health Service, and the Academic Information/Developmental Skills Office, and the Counseling and Testing Center. A special tour of the main campus library was held. In the afternoon, advisers from all the colleges were present to help plan the students' academic work. The day ended with a bus tour of campus.

COSTS - Free to the students. Lunch could be purchased by the student at the student center where the conference was held.

RESULTS - An evaluation was sent to the students attending the conference. The conference was viewed as an excellent way to reduce anxieties about coming to school and provided an opportunity to ask questions of appropriate persons.

RECOMMENDATIONS - This conference will be held each August. Even though many new students do come to the University for the first time at the beginning of spring semester, only an Advising Conference was held during the first of January, because of scheduling problems and weather complications.

31b. UNIVERSITY OF KENTUCKY

TITLE - Back-to-School Seminar

CONTACT PERSON - Jane Stephenson, Coordinator
Student Services - University Extension

LOCATION - University of Kentucky
Whitehall Classroom Building

OBJECTIVES - To help adults in the area to become aware of the opportunities for and the rewards of University study. The program is structured to inform adults of opportunities for learning, to point out some of the problems that may be encountered and to explain the services offered by the University. The program is designed to meet basic informational needs. Representatives from major University offices will provide information and answer questions. For example, representatives from these agencies participate: Placement Center, Undergraduate Studies, Admissions, Financial Aid, Registrar, Office of Experiential Education, Minority Student Affairs, Independent Study Program, Graduate School Evening Class Program, Counseling and Testing Center, Council on Aging, Continuing Education for Women. Participants also have an opportunity to hear talks such as, "Overview of Academic Opportunities," "What it Means to Come Back to School."

COST - Free

RESULTS - Well attended. Follow up for one year showed that of those attending 26% enrolled in at least one course the following semester offered during the day. It is not known how many of these same students enrolled in courses through the Evening Class Program.

RECOMMENDATIONS - This program will continue to be an annual event.

31c. UNIVERSITY OF KENTUCKY

TITLE - "Writing for College Classes"

CONTACT PERSON - Jane Stephenson, Coordinator
Student Services - University Extension

LOCATION - University of Kentucky
Frazee Hall, Room 306

OBJECTIVES - Many adult students who are returning to school feel that their writing skills have become rusty because they have not used them often enough over the years. Many students have not written term papers or research papers and are not familiar with using a library for this purpose.

The course introduces the student to basic forms of writing for college classes, including themes, essay exams, and library research papers. In addition, particular writing skills are emphasized. The class is limited to 15 students. With two instructors there is much individualized instruction.

COSTS - $15.00 per course

RESULTS - Evaluations by the students at the end of last semester (which was the first semester this course was offered) were very good. We plan to offer the course as long as there is student demand.

RECOMMENDATIONS - Many people in the community want to enroll in this course in anticipation of becoming a University student in the future; therefore, the course seems to meet varying needs. Limited enrollment is necessary to insure individualized instruction.

31d. UNIVERSITY OF KENTUCKY

TITLE - Library Tours for Undergraduates and Graduate Students in the Evening Class Program

CONTACT PERSON - Jane Stephenson, Coordinator
Student Services - University Extension

LOCATION - University of Kentucky
King Library

OBJECTIVES - Undergraduate tour: To give a new student an opportunity to learn how to use library services such as reference, newspaper/microtext, card catalogue, periodicals, etc. The tour is one hour in length.

Graduate tour: To introduce to the graduate student the various resource departments in King Library along with explanations on how these departments can be used in specific research and what materials are available. The tour includes government publications, maps, newspapers, microforms, data retrieval systems locations and lasts about an hour and a half.

COSTS - Free

RESULTS - This has only been offered one semester but has been well attended especially by the graduate students.

RECOMMENDATIONS - That these tours be continued each semester and well publicized.

31e. UNIVERSITY OF KENTUCKY

TITLE - Study Skills Courses and Workshops

CONTACT PERSON - Jane Stephenson, Coordinator
Student Services - University Extension

LOCATION - In various available classrooms on campus, or in the seminar room in the Counseling and Testing Center.

OBJECTIVES - To help adult students develop effective study skills and give support as they return to school and feel inadequate after being out of school for a period of time.

These courses are offered jointly with the Counseling and Testing Center and focus on techniques of reading for increased speed and comprehension, listening skills, efficient note taking procedures, and test-taking techniques. Vocabulary development, term-paper writing, and time management is also included.

Workshops have covered same topics on a limited basis. Some testing of listening skills included in workshops.

COSTS - Free to enrolled adult students.

RESULTS - The courses and workshops have been very well attended.

RECOMMENDATIONS - Because of the continued interest from semester to semester both the study skills courses and workshops will continue for future semesters.

31f. UNIVERSITY OF KENTUCKY

TITLE - The Adult Student: A New Challenge for Higher Education

CONTACT PERSON - Jane Stephenson, Coordinator
Student Services - University Extension

LOCATION - Springs Motel
Lexington, Kentucky

OBJECTIVES - To inform the faculty in the Evening Class Program and Off-Campus Program and other interested persons of the needs and characteristics of the adult students at the University. A student-faculty panel discussed "Concerns of Evening and Off-Campus Students". Two other topics presented were "The Characteristics of Evening Students" and "University Services for Adult Students". Faculty also had an opportunity to attend small group discussions on "Leading Discussions in Class", "Organizing Lecture Materials", "Evaluating Subjective Materials".

COSTS - There was no cost to faculty attending the conference. Lunch was also provided.

RESULTS - From the evaluations turned in after the conference, those attending felt it very worthwhile.

31g. UNIVERSITY OF KENTUCKY

TITLE - Advising Conference for Evening Class Students

CONTACT PERSON - Jane B. Stephenson, Coordinator
Student Services - University Extension

LOCATION - Frazee Hall
University of Kentucky

OBJECTIVES - In talking with students who are registering for courses each semester, it was obvious that many were taking courses hoping someday to obtain a degree. Since many knew that was in the distant future, they felt it was not necessary to seek academic advice. By holding an advising conference, we encouraged students to come talk to an advisor about their academic future -- what area requirements are, what a topical major is, what the Bachelor of General Studies Degree requirements are, etc. Advisors were present from each College on campus. Students could rotate from one to another if they were not sure what college they wished to enroll in.

COSTS - Free to enrolled students.

RESULTS - Well attended. Will be held each semester.

31h. UNIVERSITY OF KENTUCKY

TITLE - Test-Taking Workshop

CONTACT PERSON - Jane B. Stephenson, Coordinator
Student Services - University Extension

LOCATION - Classroom Building or in the Library
University of Kentucky

OBJECTIVES - This three-hour workshop includes strategies for taking objective and essay tests and techniques for dealing with test taking anxiety. Other topics discussed are on reviewing and concentration.

COST - Free

RESULTS - This has only been offered one semester; it was well attended and will be offered again the spring semester.

RECOMMENDATIONS - To continue to offer this workshop each semester.

31i. UNIVERSITY OF KENTUCKY

TITLE - Listening Skills and Oral Communications Skills Workshop

CONTACT PERSON - Jane B. Stephenson, Coordinator
Student Services - University Extension

LOCATION - University of Kentucky
Classroom Building

OBJECTIVES - Listening Skills Workshop: Because many people who have been away from studying and going to class have become out of practice in listening carefully, this workshop emphasizes the ability to retain orally presented materials. The three-hour session includes how to pick out what is important in a lecture, practice of listening skills, and hints for increasing retention.

Oral Communication Skills for the Classroom Workshop: This workshop is designed to help students have better class performance. It includes: class discussions, oral reports, phrasing questions intelligently, the relationship between retention and participation.

COSTS - Free to enrolled students.

MARYLAND

32a. JOHNS HOPKINS UNIVERSITY - EVENING COLLEGE CENTER/COLUMBIA

TITLE - Financial Aids

CONTACT PERSON - Teresa Schwartz

LOCATION - Shaffer Hall, Evening College Office
Johns Hopkins University
34th and Charles Street
Baltimore, Maryland 21218

OBJECTIVES - The service is provided to enable the qualified student to enroll and remain in the College in spite of financial restrictions that might otherwise preclude the student's attendance.

Financial need and scholastic performance are the basis upon which financial aid is awarded. Financial aid comprises loans, work opportunities, grants and private scholarships.

RESULTS - 1978-79

Fall Programs	Students	Amount
Higher Education Loan	37	$77,725
Basic Educational Opportunity Grant	17	6,336
Supplemental Educational Opportunity Grant	10	2,500
National Direct Student Loan	36	17,850
Federally Insured Student Loan	27	22,625
Scholarship	28	6,165
College Work-Study	12	12,000
Spring Programs		
Basic Educational Opportunity Grant	14	5,574
Supplemental Educational Opportunity Grant	10	2,500
National Direct Student Loan	29	13,500
Federally Insured Student Loan	10	2,500

32b. JOHNS HOPKINS UNIVERSITY

TITLE - Career Counseling

CONTACT PERSON - Marlene Higginbotham

LOCATION - Evening College Center
Johns Hopkins University
5485 Harpers Farm Road
Columbia, Maryland 21044

OBJECTIVES - Students will: 1) gain insight into career planning; 2) sharpen job hunting skills; 3) demonstrate the ability to present a positive picture of themselves during personal interviews; 4) learn to use various materials and agencies for locating employment; 5) gain insight into job enjoyment; 6) be made aware of skills required to hold a job once it is gotten, and 7) learn how to change jobs intelligently.

RESULTS - On-going free individual career counseling at the Columbia Center using students from the Supervised Clinical Practicum as counselors.

32c. JOHNS HOPKINS UNIVERSITY

TITLE - Student Advisory Board

CONTACT PERSON - Marlene Higginbotham

LOCATION - Evening College Center
Johns Hopkins University
5485 Harpers Farm Road
Columbia, Maryland 21044

OBJECTIVES - Composed of two students from each of the program areas offered at the Center to represent the student body; the S.A.B. works toward the improvement of student life, services, and facilities at the Columbia Center. The S.A.B. is the contact point for students' input.

33. UNIVERSITY OF MARYLAND

TITLE - Adult Career Development Program

CONTACT PERSON - Paula Hoffman

LOCATION - Adelphi Road and University Blvd.
College Park, Maryland 20742

OBJECTIVES - University College (UC), the continuing education campus of the University of Maryland, awards Bachelor and Master degrees in more than 20 areas of concentration. The career development program is designed to serve UC students, graduates, and the community by providing assistance in the following areas: career exploration, decision-making, and job seeking skills.

PROGRAM DESCRIPTION - In September 1978, UC reaffirmed its commitment to career planning by creating a full-time professional staff position in career development. Services include individual counseling, interest testing, credit and non-credit courses and informal workshops. A variety of needs are addressed such as career planning, decision-making, returning women, resume writing, interviewing, job seeking assertiveness. More than 40 courses/workshops are being offered this year, with enrollments of more than 600. In addition, UC offers career counseling and career courses at sites in the Baltimore-Washington area where the greatest demand exists.

Projects currently underway in UC Adult Career Development:

1) Training of UC's Professional Academic Advising Staff in the career development process in order to emphasize the relationship between academic and career planning. Eventually, we hope to utilize academic advisors for career advising and thus expand the career advising capability.

2) Developing a network of professionals who are willing to volunteer their time to discuss their career fields with those making career decisions. UC alumni, faculty, and students as well as alumni from the University of Maryland College Park campus are being invited to serve.

3) Adult Career Resource Library is being planned. A major component is a capacity for loaning books statewide which will allow us to provide assistance to those who cannot visit the facility.

4) Cooperative Education Program plans are underway. Notification of grant award from UCOE is hoped for in Spring 1979.

In order to enhance our services, we have made cooperative agreements with the University of Maryland College Park campus. UC students may utilize resources of the Experiential Learning Program (internships), part-time Job Referral Service, and Career Development Office.

COSTS - Counseling and workshops are free and course fees range from $34 - $60.

RESULTS - Course evaluations reflect a satisfied clientele and increased course enrollments suggest that UC is gaining recognition within the community as a free or inexpensive source of career assistance and referral for adults.

RECOMMENDATIONS - This service received funding because 55% of those enrolling at UC are interested in career advancement. Adult Career Development is intended to assist our population and to serve as a community outreach effort. The success thus far has been the result of effective publicity. For example, while free workshops provide a community service, they qualify for free radio publicity.

MICHIGAN

34a. MICHIGAN STATE UNIVERSITY/EAST LANSING

TITLE - Graduate Education Overseas Program (GEOP)

CONTACT PERSON - Dr. Kenneth L. Harding, Coordinator

LOCATION - Lakenheath, Woodbridge, London, England; Pkinawa and Japan; The Hague and Brussels (Lowlands); Cairo, Tehran, Singapore, Kuala Lumpur, Vienna, Barcelona, Jakarta, The Philippines, Sydney, Australia, Taipei, Taiwan, and Monrovia, Liberia.

OBJECTIVES - Michigan State University, through the Continuing Education Service, Office of International Extension, and the College of Education, offers on-site, graduate-level in-service courses to teachers and education specialists in overseas Department of Defense Dependents Schools, American and International Schools. Regular MSU faculty are assigned to teach these courses, which, generally, are offered during a period of five to ten weeks duration, fall, winter, spring, and summer terms. During summer term, additional sites are utilized, and course enrollments are opened to state-side participants who wish to combine study (graduate level) with a cultural/ travel experience.

COSTS - Costs vary according to location (and housing arrangements, summer term). Tuition: $170 for 3 credits; $50 for each additional credit. Housing costs vary, from $3/night (military base housing), to $15/night (includes breakfast).

RESULTS - 400 participants are anticipated for Summer 1979 (300 last summer). During a regular term, enrollments vary from center to center, with an average of 25-30 per center in 10-12 centers.

34b. MICHIGAN STATE UNIVERSITY/EAST LANSING

TITLE - LERN (Lifelong Education Resources Network)

CONTACT PERSON - Dr. Mildred B. Erickson, Assistant Dean, Lifelong Education Programs

LOCATION - 7 Kellogg Center, Michigan State University, East Lansing, MI 48824

OBJECTIVES - To serve as an "entry point" or information resource for older women and men, so-called non-traditionals, who may be interested in continuing their education, continuing certification, a job or life-style change, help in self-understanding or self-assessment, and information on resources or referrals.

COSTS - This is a part of Lifelong Education Programs, offered out of the Office of the Assistant Dean. Practicum and intern students as well as volunteers may assist in the program. Occasionally a graduate assistant becomes available.

RESULTS - On a yearly basis from 600-800 contacts are made in person or by phone. Referrals come from the academic community, the general community, organizations, and state-wide relationships with other educational and community groups. While many of the persons want and do continue their education at this institution or others, some need help in job-hunting skills and resources, some need a listening post to help them resolve their own problems, some need confidence building, some need information and referrals.

RECOMMENDATIONS - The plan is to develop additional arms of the LERN project and to attract support from outside means. Successful functioning would aim at making maximum use of all helping agencies on campus and in the community.

34c. MICHIGAN STATE UNIVERSITY/EAST LANSING

TITLE - Mildred B. Erickson Fellowship in Support of Lifelong Education for Women

CONTACT PERSON - Dr. Mary V. Moore, Chairperson, Board of Directors
Professor and Chairperson, Business Law and Office Administration

LOCATION - Assistant Dean, Lifelong Education Programs, 7 Kellogg Center

OBJECTIVES - The Fellowships are for women who have interrupted or postponed college work and who may now wish to enter or re-enter Michigan State University. The assistance may be used for non-credit study or to pursue and academic or professional degree program, undergraduate or graduate, full or part-time, at the University. Admission to the University is required to implement academic awards, but application for the Fellowship may be made prior to admission. Candidates must be United States citizens.

COSTS - Gifts from individuals, memorials, alumni classes, campus and community organizations, trusts, the Graduate School, the Evening College, and a variety of donors or co-workers.

Awards paying for three or four credits of tuition or $100 or more dollars are made to 30-35 women each fall, winter and spring. Additionally, cost for non-credit courses for several women each term are gifts from the Evening College.

RESULTS - A big benefit for recipients is an every term meeting with each other and the Board members and a spring reception with Board members and donors. So often recipients are part-time and off-campus or distance commuters who need to share with and learn from others. Through the Fellowship they can develop a caring group. They also develop helping programs for others.

RECOMMENDATIONS - This activity requires hard working board members from both the academic and general community and genuine interest and cooperation, but is highly rewarding.

35. UNIVERSITY OF MICHIGAN/EXTENSION SERVICE

TITLE - Game Plan

CONTACT PERSON - Robert R. Wilson, Ph.D.
Director, Independent Study
Assistant Director, Extension Service

LOCATION - University of Michigan

OBJECTIVES - What types of college degree programs are available to "non-traditional" students? "Non-traditional" students are eligible to participate in any of the degree programs at The University of Michigan for which they are academically qualified. The University is composed of 19 schools and colleges, nine of which admit beginning students--freshmen. The others require some previous college work, and most of the graduate-professional schools require a bachelor's degree or equivalent.

With changes in educational, career and family patterns in the United States, more and more people are taking advantage of exciting new opportunities to attend college at different periods of their lives. Though most students at The University of Michigan continue to be traditional young adults, an increasing number of men and women of various ages are joining these traditional students in taking college courses and pursuing college degrees. The University Of Michigan recognizes the changing patterns in college attendance and welcomes the participation of all qualified and interested individuals. Mature adults make an important and special contribution to the student body at the University.

Many academic programs and options are available to interested adults--either on a degree or non-degree basis. This information is intended to provide general guidance in response to the types of questions often asked by prospective "non-traditional" students. The information is included in a folder on sources within the University for individual assistance. Students or prospective students who need specific information or who desire assistance with individual educational planning or decision-making are invited to contact one of these sources directly.

36. WAYNE STATE UNIVERSITY

TITLE - Division of Community Education, College of Lifelong Learning, Wayne State University

CONTACT PERSON - Professor Hartford Smith

LOCATIONS - The University East Side Extension Center
2137 East Canfield, Detroit, MI 48207

The University Northwest Extension Center
18100 Meyers Road, Detroit, MI 48235

OBJECTIVES - The Division of Community Education (DCE) of the College of Lifelong Learning, Wayne State University, is an open admissions program. The program is designed to increase educational opportunities for persons who, for a variety of social and economic reasons, have not been able to compete for the many credentials that have provided the basis for thousands of other Detroiters to acquire exciting jobs and careers in industry and government. Students are admitted on the basis of counseling interviews. Upon completion of 16 credit hours with a "C" average, or 12 credit hours with a "B" average, students are admissable to Wayne State University's main campus. All credits taken through the Division of Community Education are applicable towards a degree, and may be transferable to other colleges and universities.

DCE is especially interested in:

1) the thousands of high school students who have not been successfully admitted to Wayne State University, or another university or college program

2) the underemployed, high school or GED graduates, housewives, senior citizens

3) government employees, human service workers, and others holding dead-end jobs who need additional credentials to break into new career fields and find ways of moving up the career ladder.

Support Services

1) Teamleaders - follow up on students' academic progress and direct students to available services. Teamleaders are constantly in touch with instructors regarding the student's needs before the problem becomes critical.

2) Tutors - assist with explanation and interpretation of course content to help improve the student's understanding and performance in class.

3) Counselors - provide counseling, guidance, and prepare students to enter the mainstream of life on campus. Counselors provide curriculum guidance, and assist students with educational, social, and economic problems.

4) Student Orientation - is a program designed to inform new students of WSU procedures, services, policies, degree requirements, tuition payments, and add/drop procedures which must become familiar topics to incoming students.

5) Agency Referral - is the procedure used by counseling staff to link students with agencies that can best service their needs.

6) Veterans Educational Opportunity Program (VEOP) - serves veterans and their dependants who are eligible for benefits under the G.I. Bill.

Financial Assistance

Students are counseled to determine their financial needs, and are informed of available resources. A few of the many types of financial assistance available are:

1) Basic Education Opportunity Grant - a federal aid program designed to provide financial assistance to those in need to attend post-high school institutions.

2) Veterans Assistance - educational assistance given to veterans, or to their dependents, who meet governmental regulations.

3) Social Security - benefits allocated to students who meet requirements and who attend classes on a full-time basis.

4) Tuition Reimbursement Plan - reimbursement received from the employer to cover the employee's tuition.

5) University Work-Study - available to students whose current financial needs allow them to attend classes and earn money by working part-time.

6) Private Scholarship Grants - scholarships and grants that are available to students meeting the granting agencies' specific requirements.

7) Division of Community Education Awards - available to students on a limited basis to help defray the cost of tuition.

COSTS - The Division of Community Education is part of the College of Lifelong Learning's budget which derives General Fund support and also portions of the program are self-supporting through tuition fees.

RECOMMENDATIONS - The success of this program is due to the community contacts and liaison the staff has made. The close working relationship the staff has with the various social and federal agencies have increased the University's position in the community. The Division of Community Education continues to refine its mission, focus and developing system to the target population.

MINNESOTA

37. UNIVERSITY OF MINNESOTA

TITLE - Continuing Education and Extension Student Board, University of Minnesota

CONTACT PERSON - Beverly R. Sinniger, Assistant Director
Extension Classes and Student Board Liaison

PURPOSE OF STUDENT BOARD - To seek support for the needs of the Extension student, to seek answers for problems and concerns, and to act as a sounding board for new ideas, and exchange information with the Department of Extension Classes.

MAKEUP OF BOARD - Each spring, eight student senators and alternates from Extension (comprising the second largest student group at the University) are elected to the University of Minnesota faculty-student Senate, the academic governing body. The 16 elected senators and alternates, plus several appointed students and faculty representatives comprise the Student Board, which represents 40,000 Extension students, most of whom are part-time. Board membership brings together a variety of backgrounds and program interests. Present members include a programmer, teacher, mechanic, department store buyer, real estate agent, small business owner, and a junior administrator. Most work during the day and attend classes part-time in the evening.

FUNCTION AND ACTIVITIES OF BOARD - The long-term goal of the Board is to open the University's programs and services to the evening student on an equal basis with the day student. This effort may take many forms such as developing greater visibility for the Extension student with key University officials, the legislature, and with other students, both Extension and day; seeking improvement of the campus night environment with more lighting on walkways and in parking lots; opening more University services by extending evening hours, seeking more graduate-level courses and financial assistance for part-time students. Speakers the past year have included University vice presidents, regents, legislators, University department heads, and the president. This year, the Student Board has been invited to meet with the president in his home.

COMMITTEE INVOLVEMENT - The Board seeks membership on University committees that relate directly to the concerns of Extension students including Extension and Community Programs, Educational Policy, Outreach, Parking and Transportation, and Bookstores. In addition, the Board has three standing committees open to any Extension student: course development, communications, and legislation.

SEEKING STUDENT INVOLVEMENT - To raise visibility with other students, Board members visit evening classes and ask for five minutes of time to promote student involvement; wear buttons to class that identify "I am a Student Board Member, Ask Me a Question"; hand out calling cards to fellow students for handy reference; develop questionnaires and distribute them during registration; add a "soap-box card"to the Extension newsletter, asking students to write in questions and problems; attend an Extension open-house in the fall and talk with new students.

COST - The Department of Extension Classes provides secretarial assistance for the Board and covers cost of election materials and duplicating - approximately $400 per year.

ACCOMPLISHMENTS - The Board's greatest achievement has been bringing the Extension student forward and up to a new awareness on campus. Now when student leaders are honored on campus, when student government leaders meet, when a new student policy is being developed, the Extension student is represented. In instances where University services (e.g., health insurance and use of some recreational facilities) excluded the Extension student, changes have been made. In other cases, an effort has been made to accommodate the Extension student by extending hours into the evening, such as food and bookstore services.

MISSOURI

38. UNIVERSITY OF MISSOURI

TITLE - Center for Independent Study Through Correspondence

CONTACT PERSON - John Whipple

LOCATION - University of Missouri, 514 S. Fifth Street, Columbia, MO 65211

OBJECTIVES - The Objectives of the program are to:

Provide students complete information on the policies and procedures regulating study by correspondence instruction.

Counsel and advise on educational questions.

Provide referral service for emotional and educational counseling to the University Counseling Center.

Reflect in counseling with students the basic educational philosophy of the department and the University of Missouri.

Provide resources to assist student reach educational objective.

COST - No charge.

RESULTS - The results of the program are as follows:

Resolution of problems as testimonials of students.

Expanded participation by students in a steadily enlarging offering of courses.

Expresses satisfaction on the part of school administrators and counselors.

Participation by counselors and libraries of the state.

39. UNIVERSITY OF MISSOURI/ST. LOUIS

TITLE - Women's Programs

CONTACT PERSON - Sharon K. Marglous, Co-Director of Women's Programs

LOCATION - Continuing Education-Extension
University of Missouri/St. Louis

OBJECTIVES - Women's Programs has been in existence about eleven years. The Program consists of:

1) Workshops and courses, about 30 each semester; a limited program in the summer. All of the programs that we offer are of a non-credit nature (short courses, conferences, workshops, seminars and the like).

2) Individual counseling sessions at no charge and vocational testing at a minimum charge are available to women who are contemplating changing life styles,

going back to school, getting a job, or entering a new profession. Faculty advisors are many times too busy to take the time to sit down for the unhurried kind of conference that a woman needs when she is comtemplating taking the big step of changing life style by including classes and/or employment.

3) A resource room with books, periodicals, and references geared to women's issues (career, educational, financial, legal, consumer, and feminist). This room is available for use by our clientele and by anyone on campus.

NEBRASKA

40. UNIVERSITY OF NEBRASKA/LINCOLN

TITLE - College and Adult Counseling Service

CONTACT PERSON - Irene Johnson

OBJECTIVES - To serve as the advocate of the adult student. To make the services of the college and adult counselor available to adults in extended time periods and a variety of locations to meet the counseling needs of adults.

The service has encouraged adults to begin long-term planning; to work on a degree; or to enhance job skills; or to change career goals.

The counselor assists the adult in admission to the University, registration for day or evening classes or college independent study by correspondence. The adult has a one-to-one relationship with the counselor and is free to contact the counselor at any time.

COSTS - There are no fee charges for the counseling service. The counselor's services are provided as a part of the Division of Continuing Studies regular budget.

RESULTS - Approximately 2,000 adults see the college/adult counselor over a one-year period. Many adults complete their entire program through evening classes and independent study.

Many adult students have received financial aid either in form of grants or as scholarship gifts through the counselor's assistance. The past three years four adult women were given money for tuition and books in amounts from $200 - $400 as gifts from an organization.

The variety of locations and time frames out of the traditional model for registration and counseling has been a convenience for adult students.

RECOMMENDATIONS - The counselor has worked closely with campus administrators and departments to be advocate for the students. This is important to the DCS program and a "protective" service for the student.

The counselor serves on campus committees in order to promote the adult student's cause and to keep lines of communication open. This has also opened doors for the counselor to lecture to undergraduate and graduate classes, and to be a facilitator or speaker at workshops.

The DCS Communication Services has provided publicity through news stories, brochures, radio and television releases to attract and inform adults.

FOR FUTURE CONSIDERATION - The counselor has recommended several new plans which may be implemented by the fall semester.

1) A no-host lunch at the Faculty Club, Nebraska Student Union, Nebraska East Union, and/or Nebraska Center once a month for adult students and DCS staff members and University professors and administrators. This will encourage an open exchange of ideas and problems with adult students, their peers, and campus staff. It may give adults an identity with other adult students and campus personnel.

2) A Resource Center for adult students to pick up college information, i.e. college bulletins, career information, reading material, course syllabi; to meet other adult students and build a peer relationship. This contact may lead to volunteer assistance for our Division. The establishment of a "Center" would require a secretary or an assistant, or another half-time counselor to supervise a smooth operation and control.

NEVADA

41a. UNIVERSITY OF NEVADA/RENO

TITLE - "Getting Together"

CONTACT PERSON - Vada Trimble, Coordinator, Residence Hall Programs

LOCATION - University of Nevada, Reno - Residence Halls

OBJECTIVES - To explore possible roommate problem(s) area(s) with roommates on your floor.Possible problem areas will be brought to surface before they become serious; better understanding of roommates will occur; and the R.A. will be seen in a helping role early in the semester, through use of a survey instrument.

COSTS - Duplicating costs.

RESULTS - R.A.'s felt very positive about the use of the instrument. The use of the instrument was less effective with second year roommates.

RECOMMENDATIONS - Our target time was to complete the instrument use with roommate pairs by the end of the first two weeks of school. I would lengthen that time period.

41b. UNIVERSITY OF NEVADA/RENO

TITLE - Integrated University Orientation Planning Process

CONTACT PERSON - David A. Hansen, Assistant Dean of Students

LOCATION - 103 Thompson Student Services Center, University of Nevada, Reno, NV 89557

OBJECTIVES - The objectives of the program are:

1) To provide a process for a university approach to planning.

2) To provide an opportunity for inter-departmental interaction and coordination.

3) Data collection process for program development.

4) Development of an on-going approach to orientation.

COSTS - Very minimal, written material duplication is the only cost.

RESULTS - The results of the program are:

1) Formation of three Data Producing Committees - Academic Orientation Planning Committee, Student Orientation Planning Committee, and Support Service Orientation Planning Committee.

2) Formation of an Orientation Coordinating Committee.

3) Expected outcome - Development of an orientation program that accurately attempts to reflect the needs of the new student based on effective planning and data collection involving a cross-section of representatives from the university community.

RECOMMENDATIONS - None.

41c. UNIVERSITY OF NEVADA/RENO

TITLE - Student Sponsor Program

CONTACT PERSON - Robert G. Kinney, Associate Dean of Students

LOCATION - University of Nevada, Reno, NV 89557.

OBJECTIVES - To teach the registration process to new students, and to provide a personal contact within the student body for new students.

DESCRIPTIONS - 100 student volunteers are trained in spring; write letters of welcome to an assigned group of new students over the summer; meet once with assigned students during orientation to explain registration.

COSTS - $550, primarily mail costs. Includes $100 for sponsor party in fall.

RESULTS - Approximately two-thirds of new freshmen and one-third of transfer students attend. Over one-half of total new admits (approximately 60% of registrants) attend.

NEW JERSEY

42. GLASSBORO STATE COLLEGE

TITLE - Educational and Career Services for Adults (ECSA)

CONTACT PERSON - Dorie Gilchrist, Director

LOCATION - The Triad, Glassboro State College, Glassboro, NJ 08028

OBJECTIVES - Educational and Career Services for Adults is an educational brokering service and career exploration resource. We provide individual counseling, workshops and non-credit educational experiences to assist adults with the process of sorting out values, preferences, and matching them with life, career or educational directions. We also encourage and provide support for a student network and social system on campus.

COSTS - Counseling services are free. Some workshops operate on an "at cost" basis. Career testing is available for $1.00.

RESULTS - Follow-up study is presently being conducted. ECSA has provided an effective transitioning catalyst and support for many adults in the process of change and growth. Women who want to return to work or take a course, men who are looking to change careers have found the information, resources and support needed to support new decisions and new directions. We also provide learning experiences for peer counselors and a variety of internships to maximally utilize individual and college resources.

RECOMMENDATIONS - We feel that it is critical to provide a large range of educational and career options and continually update our information and referral file. It is also critical to assist adults to sort out values and preferences and provide experiences to learn skills in goal setting and decision making.

NEW YORK

43a. CORNELL UNIVERSITY

TITLE - Health Studies Program

CONTACT PERSON - Cynthia K. Hosay, Director

LOCATION - Classes are held at the Cornell Conference Center, 3 East 43rd Street, NYC, and in union and community settings around NYC, convenient for program participants.

OBJECTIVES - The objectives of the program are:

1) to educate trade union and community leaders about the present health system and alternatives to the system.

2) to train participants to make health-related decisions, to serve on health-related community boards, and to develop health programs in union, workplace and community settings.

3) to develop programs and promote technical assistance to unions, community groups, governmental agencies and health professionals in the relationship of work and health.

COSTS - The program has been funded by a Title I, Higher Education Act grant, administered by the New York Education Department, which will terminate in August, 1980. At that time participants in credit courses will pay established State University of New York tuition, currently $37.50 per course.

RESULTS - The Program has grown from one course to the present nine courses, plus a series of Continuing Medical Education seminars for physicians on political forces affecting the practicing physician. Participants have reported changes in organization, administration and financing of Union-Management Health Funds as a result of Program information and training. Numerous students have applied for membership on Health Systems Agency and other health-related community boards. Finally, requests for assistance in replicating the program have been received from organizations and agencies in more than twenty States.

RECOMMENDATIONS - The need to provide both working and retired adults information and training on the health care system and methods to become involved in it is increasingly apparent, as health care costs rise and new health legislation requires consumer participation. To date, there are very few on-going programs of this nature providing college credit to participants.

43b. CORNELL UNIVERSITY

TITLE - Labor Studies Writing Center - NYS School of Industrial and Labor Relations, Cornell University

CONTACT PERSON - Rochelle Semel

LOCATION - 3 East 43rd Street, NYC, NY 10025

OBJECTIVES - To provide special services in written communications and study skills to adult students enrolled in labor studies programs, in the metropolitan District of Cornell's NYS School of Industrial and Labor Relations. A unique feature of the program is its staffing by trained peer tutors-adult students who themselves have graduated from various Labor Studies Programs. Services include: one on one tutorials, helping students organize term papers; develop outlines, and edit drafts; remedial instruction in grammar; helping students organize their time and use study skills.

A majority of the adult students registered in college level labor studies programs have returned to school after an extended absence. Attendance at the Writing Center has sharpened students' writing skills, improved their grades, and heightened their self-confidence. Tutors report that their own skills have improved. In addition, the teacher/tutor training they receive can be applied to life experience credits in other colleges.

COSTS - Free to all students registered in NYSSILR labor studies programs, and to Labor Studies students registered in Empire State College/SUNY.

43c. CORNELL UNIVERSITY

TITLE - Capital District Labor Studies Program

CONTACT PERSON - Robin Gerber

LOCATION - State University of New York at Albany

OBJECTIVES - Labor Studies is an undergraduate college credit program for working people who wish to continue their education. It provides a background in the history; theory, and practice of labor relations. Students receive a certificate of labor studies after successfully completing the course work.

COSTS - Labor Studies is funded partially from tuition and partially from funds from the State of New York.

RESULTS - The fifth graduating class will finish in June, 1979. Labor Studies graduates have gone on to obtain Bachelors and advanced degrees, and have advanced in the leadership of their unions and on the job.

RECOMMENDATIONS - This type of program requires a very supportive and empathetic teaching staff, as well as close administrative supervision. Students are under a great deal of pressure because of the variety of their commitments as working adults.

44. NEW YORK UNIVERSITY

TITLE - Adult Counseling and Resources Center (ACRC) of New York University's School of Continuing Education

CONTACT PERSON - Ronald W. Janoff, Director

LOCATION - Shimkin Hall, Room 125, 50 West 4th Street, New York, NY 10003

OBJECTIVES - The ACRC was begun in Fall, 1978, as an independent program of the School of Continuing Education's Division of Academic Development and Community Service. Its mission is both internal to the School's population and external to the New York community. Internal objectives include the offering of auxiliary services to specific groups. We offer tutoring services to adult degree students, screening testing to adult remedial programs, and pre-registration counseling/clarification interviews to prospective non-credit adult students who are confused about which of our 2,000-plus courses might be most useful for them. External objectives include the development of career counseling and related services for use by adults in career transition. At present these include career change workshops, a variety of individual career counseling services, the maintenance of an extensive Career Resource Collection, and several math and writing workshops with career and/or counseling emphasis.

COSTS - The ACRC is intended to be self-supporting. Fees are generally as follows: individual services @ $20 per hour; information services @ $20 per semester; workshops @ $5 per hour ($80 peak at the moment); career interest testing @ $10 additional added to workshop or individual session. Workshops carry registration fees of $10. Internal auxiliary services are generally at no charge to the student.

RESULTS - ACRC programs have not been in existence long enough to yield definitive results. We have seen more than 300 adults for pre-registration counseling, have offered individual and/or group career change services to

more than 100 adults during the Spring of 1979, and have tested over 200 adults. Extensive records kept on pre-registration counselees and on individual and group clients help us define the needs of our specific populations effectively.

RECOMMENDATIONS - A most important aspect of our initial experience has been learning to market career counseling services in a way that gives potential clients a handle on how to begin. We have found that concrete offerings such as resume writing and career interest testing are access points for many individuals who find "career counseling" (group or individual) too vague to be sure what to do with. We have also begun to develop numerous "how-to-use-our-services" guides with very specific suggestions as a means of helping clients use the Center effectively. We find the on-site-maintenance of up-to-date resources time-consuming and expensive but essential. Evening access is also critical to any adult-oriented career program.

45. STATE UNIVERSITY OF NEW YORK AT OSWEGO

TITLE - Student Advisement Center

CONTACT PERSON - Linda A. Syrell, Assistant Dean of Students
Coordinator of Student Advisement Center

LOCATION - 206 Culkin Hall, State University of New York, Oswego, NY 13126

OBJECTIVES - In terms of the organizational structure at SUNY-Oswego, the Advisement Center is housed with the College's Student Services Division. However, it is a joint venture between the student services and academic sectors of the College aimed at improving advisement services for designated "high risk" students.

1) To academically advise exploratory freshmen, non-matriculated students and a limited number of non-freshmen who have not declared a major.

2) To serve as an accessible, drop-in location for all students with questions regarding their academic program and/or status at the College.

3) To offer programs and/or services to students on academic probation.

COSTS - Staffing has occurred as a result of add-on responsibilities for professional staff in the Division of Student Services and additional advisement responsibilities for faculty volunteers. The only expenses have been paper, printing and materials costs, which have been minimal.

RESULTS - Evaluation is in the preliminary stage.

NORTH CAROLINA

46a. NORTH CAROLINA STATE UNIVERSITY

TITLE - Women's Career Awareness Workshop

CONTACT PERSON - Wandra Hill, NCSU Counseling Center

LOCATION - 200 Harris Hall, NC State University, Raleigh, NC 27650

OBJECTIVES - Workshop emphasizes individual potential, abilities and interests which young women from age 20-35 consider when exploring career goals. Participants are given opportunities to evaluate themselves, their current status and their career aspirations. The format includes seminars, informal discussions, group participation, testing and evaluation. Topics covered during the course include: Assertiveness On and Off the Job, How to Organize and Conduct a Job Search (including interviewing techniques, resume preparation and community resource information), Women in Non-traditional and Traditional Jobs, How Does ERA Affect Women, Sex Bias in the Real World, and Health Care. Enrollment is limited to 17 registrants.

COSTS - $35

46b. NORTH CAROLINA STATE UNIVERSITY

TITLE - Study Skills and Reading Improvement

CONTACT PERSON - Molly Glander, NCSU Counseling Center

LOCATION - 200 Harris Hall, NC State University, Raleigh, NC 27650

OBJECTIVES - Designed for adults returning to college. Time management, concentration, and study skills are taught together with reading improvement skills, especially intensive study reading. The course includes tours of the Learning Assistance Center and D. H. Hill Library. Enrollment is limited to 30 applicants. Registration fee includes a textbook.

COSTS - $45

47a. UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

TITLE - Service to Prospective and Enrolled Students

CONTACT PERSON - Registrar and Assistant

LOCATION - University of North Carolina, 121 Abernethy Hall 002A, Independent Study by Extension, Chapel Hill, NC 27514

OBJECTIVES - Our service to prospective and enrolled students is in five main areas: counseling students, producing informational materials, encouraging student progress, maintaining student financial records, and developing new programs.

The registrar and her assistant have primary responsibility for enrolling students by phone and mail and in the office. When students can come to the office, they receive special attention; they may examine course materials to make intelligent selections and talk with staff members about their choices. If none of the listed courses is appropriate, the student may be able to work with a campus instructor to design his own course under an "independent study tutorial" option. Registrars can advise students about many courses and instructors and direct them to other campus departments for further educational and vocational counseling.

Students who are unable to enroll in the office must rely on catalog and brochure descriptions for information about courses and programs. The publication staff designs, edits, and produces descriptive materials, and takes great care to ensure that these materials explain programs and requirements clearly. The staff is also working on a handbook to help already enrolled students proceed in Independent Study with the greatest benefit and fewest problems. Most importantly, staff members are responsible for developing and producing attractive and well-written study manuals and other course materials. The editors help course writers plan effective reading and writing assignments that enable a student to study on his own.

The student services office records student progress and handles accompanying questions and problems. Staff members encourage students to undertake course work immediately so that interaction with an instructor may begin. Students who submit assignments generally receive a prompt response from the instructor with comments about the work and general notes about study problems and expectations. Although occasionally the office must intervene when an instructor is slow in returning assignments or abrasive in his comments, most of the help and motivation comes from the interchange between instructor and students; and most instructors are conscientious in promoting this exchange. The student services staff joins with instructors in responding to problems and providing alternative testing and assignment requirements for handicapped, incarcerated, and elderly students.

The financial services office is responsible for all economic aspects of enrollments and maintains students' financial records. This office monitors the status of accounts and notifies students accordingly.

47b. UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

TITLE - The Evening College

CONTACT PERSON - Rieneke Ausherman, Advisor

LOCATION - UNC-CH Extension Division, 214 Abernethy Hall 002A, Chapel Hill, NC 27514

OBJECTIVES - The Evening College facilitates access to higher education for adults who choose to attend degree-oriented programs of the University on a part-time basis. Evening classes are planned to meet General College (i.e. freshman and sophomore) requirements. By combining evening classes with some daytime offerings, summer school, and/or correspondence courses, students may complete as much as 90 semester hours toward a degree. For the last year, the student must transfer to the daytime program.

Post-baccalaureate students who want to register for undergraduate courses or for one graduate course on a non-degree basis may do so through the Evening College.

The Evening College staff includes a full-time academic advisor. A major concern is assisting students who have been absent from the formal educational process with the adjustments of coming/returning to the academic setting. A six-week study skills course is currently on the drawing board. A non-credit algebra review course to prepare for college level math courses is in great demand. Referral to other student services, such as the Reading Clinic and

the University Counseling Service, plays a part in assisting students older than average with their return to school.

COSTS - Funding for the Evening College is allocated by the Dean of Arts and Sciences. Tuition and fees charged to the students are based on the number of credit hours for which he/she is registered, with full tuition and fees charged to students registered for seven or more hours.

RESULTS - The Evening College schedules 25-30 undergraduate classes per semester. Enrollment usually tops 1,200 students, which includes part-time day registrations. Files remain active five years from the last enrollment to facilitate stopping in and out for those students whose other responsibilities necessitate interruption of their academic program. There is about a 30% turnover of students each semester.

RECOMMENDATIONS - The Evening College currently functions primarily to integrate non-traditional students into a traditional academic setting. Emphasis in the future should include non-traditional learning as a legitimate part of the formal educational system.

48. UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

TITLE - Office for Adult Students

CONTACT PERSON - Ruth Alexander

LOCATION - University of North Carolina at Greensboro, Greensboro, NC 27412

OBJECTIVES - The Office for Adult Students works with those adults who do not meet the traditional entrance requirements to the University and who have interrupted their formal education for at least one year. An intake interview with a counselor is required before a final admissions decision is made. Those adults who are recommended for admission become advisees of the staff in the office. Selection of courses and career exploration are handled by the counselors. In addition to this function the staff conducts career exploration workshops for groups in the community, conducts study skills workshops for enrolled students and special evening sessions of orientation for those adults who cannot attend in the daytime. Many adults enroll through this program for personal enrichment and growth. Those adults not recommended for admission to the University are referred to other academic institutions in the area.

COSTS - The fees are designated by the University.

RESULTS - This program has been very successful in assisting adults who wish to continue their education. The semester attrition rate, for both academic and personal reasons, is approximately 20%. This is well below the national average. At this time approximately 4% of the graduating classes began their program through the Office for Adult Students.

NORTH DAKOTA

49. STATE UNIVERSITY/FARGO NORTH DAKOTA

TITLE - Alternative Diploma Program

CONTACT PERSON - Otto Evenson

LOCATION - Division of Independent Study, Box 5036, State University Station
Fargo, ND 58105

OBJECTIVES - The Division of Independent Study is using an Alternative Diploma Program to fulfill needs of adults desiring to complete their high school education.

Through counseling and evaluation, high school credit is assigned to adults for work experiences and participation in citizenship activities. Examples:

1) A successful farmer can receive credit for his actual experiences in operating, maintaining, and repairing farm machinery; in agricultural and conservation practices; and in livestock production.

2) A clerk in a local store can receive credit when he works with figures, pricing wholesale and retail items, working with profit margins, checking invoices and inventories, office machines, accounts, and communicating with the public.

3) A spouse and parent may receive credit for home management, consumer economics, sewing, cooking, child care and development, and family relations.

The program requires that each adult be capable of passing criteria which measure development in: 1) Communication and mathematics skills 2) Social development and citizenship, and 3) General knowledge. The "diagnostic test" assists in revealing interests, strengths, and weaknesses. Knowing these will aid the counselor in planning a practical course of study for the adult. A life experience resume composed by the candidate aids in identifying skills and areas of knowledge that qualify the candidate for high school credit.

Adults also have the privilege of challenging courses. Upon successfully completing all Unit Tests and the Final Examination, the adult receives credit for the challenged course.

COSTS - The in-state enrollment fee is $3.50 per semester credit; for out-of-state students the enrollment fee is $18.50 per semester credit. The cost of needed books and other course materials is in addition to the enrollment fee.

50a. UNIVERSITY OF NORTH DAKOTA

TITLE - Student Opportunity Programs, Handicapped Student Services, Division of Student Affairs, University of North Dakota

CONTACT PERSON - Kaye Becker

LOCATION - University of North Dakota, Box 8256, University Station,
Grand Forks, ND 58201

OBJECTIVES - The primary goal of Handicapped Student Services is to develop, within the University community, an atmosphere in which the physically handicapped student may best realize his academic potential for the purpose of eventual employment as well as for self-enhancement. To achieve that end, HSS provides academic, financial, career, and individual and group personal counseling. Supportive services (including tutorial, reader, notetaker, interpreter, and testing-assistance services) are offered in conjunction with the University's Learning Resource Center. Transportation and personal attendant services are coordinated by HSS staff. Extra-curricular activities, such as recreation and athletics, are initiated and coordinated by HSS staff in conjunction with the appropriate University departments.

Program staff also assist the University community and administration in making appropriate architectural and attitudinal modifications for greater accessibility to the handicapped student population.

COSTS - Academic supportive services costs are borne by the institution through federal and state grants. Costs of personal services (e.g., transportation and attendant care) are the responsibility of the individual student, but are generally subsidized by a federal or state agency (Vocational Rehabilitation, Welfare, Social Security or Medicare).

RESULTS - Few physically handicapped students attended UND prior to inception of services. However, since that time, approximately 70% of the handicapped students that matriculate at UND receive a baccalaureate degree. Of the handicapped students graduated by the University, nearly 94% of those in the labor force are employed (compared to approximately 44% of the national handicapped population in the labor force). Many former clients of this program are currently employed in some aspect of the field of rehabilitation, and consequently are passing on the benefits of this program in the form of direct services to more handicapped individuals through various Social Services agencies.

RECOMMENDATIONS - This program has developed through constant input from a variety of resources including students, parents, community leaders, University administrators, and the personnel of similar programs across the nation. We stress the use of a humanistic approach in dealing with each student, for each student is, indeed, a unique individual with many needs and capabilities that require attention. Foremost in our dealings with students is not the intent to create in the individual student a dependence on available services, but rather to assist the student in developing the capability to identify personal resources for fulfilling those needs. Instead of solving all problems for students, we feel it is necessary to help the student acquire problem-solving skills that he/she will need during their lifetime.

50b. UNIVERSITY OF NORTH DAKOTA

TITLE - University of North Dakota's Division of Student Affairs Learning Resource Center

CONTACT PERSON - Heather H. Huseby, Coordinator, Learning Resource Center

LOCATION - McCannel Hall 116, University of North Dakota, Grand Forks, ND 58201

OBJECTIVES - To provide academic skill assistance to university students. Students receiving this assistance include special populations such as the culturally disadvantaged. Students not qualifying under one of these populations are also provided academic skill assistance. Assistance is provided via three LRC services: Course Offerings, Auxiliary Services, and Drop-In Services. Courses include peer-tutoring, and reader, notetaker, test-giving services for handicapped students requiring such adaptation. Drop-in services include individualized academic assistance to students requesting this. The LRC accomplishes this objective by becoming an integrated part of other university services and resources.

COSTS - The Learning Resource Center is a part of the University's Division of Student Affairs. Students are not charged for services other than their usual tuition for other university courses, etc.

RESULTS - Results are not currently available. Although a cost effective report is currently in the process of being developed.

RECOMMENDATIONS - The Learning Resource Center is, at this time, in the process of expanding and integrating with other university departments and services. By utilizing existing resources the LRC is able to meet the total needs of each individual student. The staff of the LRC treat each student as an individual with individual needs in order to develop effective educational assistance programs.

50c. UNIVERSITY OF NORTH DAKOTA

TITLE - Info-Line

CONTACT PERSON - Robert Schwartz, Assistant Dean of Students

LOCATION - McCannel Hall, University of North Dakota, Grand Forks, ND 58202

OBJECTIVES - To provide information to the campus community and to the greater Grand Forks area, and to a lesser degree, to the region. Info-Line provides both direct person-to-person information and prerecorded taped information on services, activities, academics, etc.

COSTS - $5,700. Most of this expense is in salaries for seven student operators.

RESULTS - Info-Line has averaged some 22,000 phone calls per nine month school year for the last four years. With the addition of the Info-Line tape system this year, our calls for the first semester were 16,000, an average of 160 calls per day. A projection for the total year would estimate over 30,000 phone calls for nine months on a campus of 95,000. All of the calls are coded and monthly computer printouts detail all calls.

RECOMMENDATIONS - Info-Line provides a readily accessible and essential service. 90% of our calls are from students. Since an accurate and comprehensive source of information is as close as a telephone, all students are better informed.

50d. UNIVERSITY OF NORTH DAKOTA

TITLE - Office of Women's Programs, a division of Student Affairs, University of North Dakota

CONTACT PERSON - Linda Volz, Coordinator

LOCATION - 305 Hamline Street, Grand Forks, ND 58202
Box 51, University of North Dakota

OBJECTIVES - The Office of Women's Programs exists to provide the means for women to meet, to work on programs and activities that interest them, to provide opportunities for group awareness of common concerns and to help women prepare for a more effective role in society. The office is also responding to the special needs of the adult learner/returning student. Services include: information and referral, monthly newsletter, resource library of books, periodicals and brochure files, plan and publicize programs, survey women to determine their needs and interests, support and study groups, maintain a talent bank file for women, and generally serve as a resource center concerning women's issues for both the university and the region. We are the only women's center, university-based, in the State of North Dakota.

The office also encourages existing agencies and services to become more sensitive to the needs and concerns of women.

Special workshops have included: Overcoming Math Anxiety (an 8-week series), Coping with Change, Assertiveness Training (8 weeks), and Dealing with Authority Figures. The office also plans the annual Women's Conference at UND every spring.

COSTS - Minimal charge for special workshops.

RESULTS - An interest inventory has been distributed to determine areas of interest for programming. Because this is a new office, (one year old as of fall, 1978), overall results are not available.

RECOMMENDATIONS - The office has experienced continued growth since it was founded in 1977. The newsletter not only serves as a campus/community resource, but in addition, increasingly, as a state/regional resource.

OHIO

51. KENT STATE UNIVERSITY

TITLE - Project DOVE (Development, Opportunity, Vocation, Education)

CONTACT PERSON - Kay Schotzinger, Director

LOCATION - 329 Rockwell Hall, Kent State University, Kent, OH 44242

OBJECTIVES - Project DOVE is basically a counseling center for adults. For non-traditional students on campus, we provide career interest testing and career counseling, some personal counseling, academic advising, and information

on college resources and services. In addition, we serve the adult population of Northeastern Ohio by providing career guidance and limited personal counseling to those people who are seeking entry or re-entry into the work force, considering changing careers, or examining academic possibilities. DOVE staff members teach courses through the Continuing Education program and conduct workshops to help meet some of these needs: "Accent on You! New Horizons for Women," Assertiveness Training, Life Planning and Decision-Making. Through outside grant money, we developed a special program entitled "Women's Re-entry Needs: Improving Counseling Effectiveness," which is a series of four video tape cassettes portraying problems women face when re-entering the work force. The tapes and an accompanying guidebook are designed to be used in training workshops with mental health counselors, social service agencies, employment agencies and personnel in business and industry, who interview and hire women.

COSTS - There are no fees for our counseling services, although we do charge $8 for interest testing. Courses offered through Continuing Education have a $30 fee and individual workshops and programs charge fees to cover costs.

RECOMMENDATIONS - We are working with decision makers in the University administration to determine how to best meet the needs of the adult students. Beginning on March 1, 1979, KSU will have a College of Special Programs, which will include all programs and services for non-traditional students--Continuing Education courses, summer sessions, a new weekend and evening college and the Project DOVE counseling service. We see our greatest challenge as being able to better serve the adult academic population as well as the "displaced homemaker" which makes up a large percentage of our community clientele.

52. OHIO STATE UNIVERSITY

TITLE - Program 60, Division of Continuing Education

CONTACT PERSON - Beatrice A. Weaver

LOCATION - 319 Lincoln Tower, 1800 Cannon Drive, Columbus, OH 43210

OBJECTIVES - The Ohio State University offers the opportunity for Ohio residents who are 60 years of age or older to participate in selected university courses as guests of the university.

In December, 1973, OSU's board of trustees approved Program 65, which enabled persons 65 and older to attend classes at the university without charge on a space available basis. AM. S.B.497 was enacted in August, 1976, requiring all state-assisted colleges and universities to permit persons 60 and older to attend classes.

Registration begins on the third day of each quarter--after fee-paying students have had an opportunity to make any necessary schedule adjustments. Courses that have space available are then opened to Program 60 participants. Because participants are not officially admitted to the university and do not pay fees, they do not receive university credit. However, class assignments are entirely optional--Program 60 participants are not required to take examinations or write papers.

COSTS - No charge on space available basis.

RESULTS - Enrollment of persons eligible for the program has increased from over 100 in the autumn of 1974 to over 200 in the autumn of 1978.

53a. OHIO UNIVERSITY

TITLE - Special Seminar Program

CONTACT PERSON - Burton L. Harter, Seminar Coordinator
Ohio University, Office of Independent Study
Tupper Hall 302
Athens, OH 45701

LOCATION - Southern Ohio Correctional Facility
Chillicothe Correctional Institution

OBJECTIVES - OU's Independent Study College Program for the incarcerated provides a weekly Seminar Program for students. In doing so, Ohio University has tried to make the incarcerated student's college experience resemble the regular programs on campus as closely as possible. The seminars are geared toward providing the student with informational and educational services that support the instructional mission of the College Program. They were instituted to increase the contact of our students with the Ohio University community as well as to extend some fundamental on-campus services and experiences to this student body. The slogan for the Seminar 78-79 program is "Bringing In The College Environment."

The traditional college student has a variety of experiences from which to draw while on campus such as lecture series, plays, recitals, and other performing arts, etc. The independent study student, however, can take a variety of correspondence courses with all their advantages, e.g., allowing the student to work at his/her own pace at a non-campus location. However, by their very nature such courses are often highly structured and do not allow for spontaneous variation by the professor and the student does not enjoy the "give and take" of a classroom situation. Therefore, the problem to be solved for the College Program student was to offer a slice of the incredible variety of campus as well as increasing the personal interaction between professor and student.

The Seminar Program has attempted to bring individuals and programs into the institutions being served in order to enhance the overall quality of the student's education by exposing him to a variety of contents, themes, and issues. This is certainly in line with the predominantly liberal arts curriculum we offer and that is the foundation of the university's programming above and beyond the curriculum.

Sample of Programs Presented: Human Relations and Leadership Skills (workshop), Time Management (workshop), "The Indian Wants the Bronx" (play), Rich vs. Poor: A World Picture (lecture), National Women's Conference (delegate's report), and Drug Abuse and Human Sexuality (lecture).

COSTS - The initial costs involved in developing and presenting the seminar programs are divided between the Seminar Coordinator's salary, transportation costs for presenters and materials. Both previous seminar coordinators have been doctoral students in communications fields who were employed on a part-

time graduate student contract. A $25 honorarium for seminar presenters is paid another college program in exchange for allowing their program students to participate in seminars. Meals and automobile mileage costs are added expenses.

RECOMMENDATIONS - It is recommended that the Seminar Program be expanded to include certain credited offerings, e.g., workshops and seminars. Although the bulk of the programming should be directed toward extra-educational activities, workshops offered for credit would suggest the importance and value of the offering to the student, and would serve to motivate enrollment and participation by those students pursuing academic programs of study.

53b. OHIO UNIVERSITY

TITLE - "Lend-A-Hand" Peer Tutoring Program

CONTACT PERSON - Burton L. Harter, Seminar Coordinator
Ohio University, Office of Independent Study
302 Tupper Hall, Athens, OH 45701

LOCATION - Southern Ohio Correctional Facility

OBJECTIVES - At one correctional facility in Ohio about 75 students are pursuing Ohio University degrees through the OU Independent Study program. This often proves a difficult method for students to pursue degree programs. The IS Office, recognizing some of these difficulties, developed the "Lend-A-Hand" Peer Tutoring Program for students at SOCF. The following excerpt from the program announcement speaks to the objectives of the program which was an attempt to provide some tutoring support to students studying through this method, and to make the learning process a mutual venture with students helping students.

"Learning through correspondence is thorough, but tough. And just about everyone needs some help, at some time, in some subject. Independent Study has in the past sent a variety of tutors to SOCF to aid the student in his studies. Unfortunately, the Renaissance man (one who knows much about everything) died out with the Renaissance. Budgetary and manpower limitations eliminate the possibility of sending a tutor down for every subject, all the time. But before you flush your English grammar text down the drain, consider this: while everyone needs help in some subject at some time, many students are quite well versed in their chosen academic area. With this in mind, we're setting up an experimental program for the next few weeks called "Lend-A-Hand." We take a student who has done well in a course and match him with someone who could use some help in the same area. We're not saying the fellow in the next cell block is a definitive authority on Socrates, but he just might be able to clarify a point in Philosophy 101. Or Algebra 113. Or English 150. Or..."

OPERATION - Students were asked to indicate in which subject areas they felt competent and willing to give assistance to other students; also to indicate in which subject areas they were feeling a need for some help. At weekly seminar sessions, these students were paired up for two-hour sessions with someone who was willing to try to "Lend-A-Hand" or with someone who had asked for some assistance.

RECOMMENDATION - The program as originally implemented was evaluated to be limited in its success. A number of students gave generously of their time and expertise, but the majority held a prevailing "looking-out-for-number-one" attitude which eroded the peer concept. The recommendation was to continue the "Lend-A-Hand" program, but to integrate it with a highly structured program of tutoring in which several non-student tutors in varying subject areas regularly visited the institution for seminars. The peer tutors could then work with the trained tutor in an "aide" capacity; thereby having an opportunity to polish their own tutoring skills by using the trained tutor as a role model. This structure has served several purposes: to aid the student tutors in polishing their tutoring skills; to give the student tutors more credibility with their peers due to their association with an outside tutor; and to free the outside tutor up from dealing with questions and materials which might be easily addressed by a student tutor, thereby leaving him/her more time to deal with in-depth questions from students regarding specific subjects.

53c. OHIO UNIVERSITY

TITLE - Student Development Program for Incarcerated Students

CONTACT PERSON - Gail W. Wolford, Coordinator
Student Services/External Programs

LOCATION - Ohio University, Office of Independent Study
302 Tupper Hall, Athens, OH 45701

DESCRIPTION - The Ohio University College Program for the Incarcerated administered by Independent Study designed and implemented a skills level diagnostic program which identifies incoming students' attained levels of skill in reading, writing, mathematics, and study skills and provides Student Services counselors with a base of information regarding those levels to facilitate effective counseling regarding appropriate placement and to be used in career counseling. Data generated through the diagnostic program is used to identify student needs and to develop curriculum offerings and special programs which allow students to participate in educational programming at a level appropriate to their attained levels of skills.

OBJECTIVES - Specific objectives of the project are:

To administer diagnostic tests in reading, writing, mathematics, and study skills to all incoming College Program students.

To establish a central information base containing diagnostic data on each student which will be accessible to Student Services counselors for academic counseling and course placement purposes.

To use the generated data to design and implement credit and non-credit curriculum offerings and special programs which will serve to meet the currently unfulfilled developmental needs of College Program students.

EVALUATION - The Developmental Program was implemented in the Fall term of the 1978-79 academic year at two institutions served by the College Program. At this time, the tests administered and curriculum offerings made available have been reviewed by the Student Services staff with recommendations being made for

replacement of certain instruments or offerings with others felt to be more effective for the 1979-80 year. The Student Development Program, in this year, has allowed counselors to better advise students regarding academic programs appropriate for them and has aided our program planners in an effort to identify and develop courses which will allow individual students to begin their study at levels appropriate to their attained levels of skill. We believe that this program will ultimately enhance the value of the College Program for the individual student, will significantly affect course completion rates, and increase the opportunities for individual students to participate in meaningful and successful educational experiences.

RECOMMENDATIONS - It is apparent that no definitive evaluation could take place regarding the effectiveness with which project objectives have been fulfilled until the project has been operative for one academic year. Since it will take the first project year to fully establish functioning, it appears that an accurate overall evaluation of effectiveness will not be feasible until the close of the second year of project operation. Suggested methods for evaluation at that time are:

1) Comparison of College Program course completion and retention rates prior to project implementation and following project operation.

2) Pre- and post-administration of diagnostic instruments which when compared may reveal project effectiveness in meeting developmental needs.

54. UNIVERSITY OF CINCINNATI

TITLE - Continuing Education Registration Center

CONTACT PERSON - Margaret Dyer

LOCATION - 329 French Hall, University of Cincinnati, Cincinnati, OH 45221

OBJECTIVES - The Registration Center makes the University of Cincinnati accessible to the general public. Non-degree students, special graduate students, visiting students, senior citizens, advanced high school students, and students who are undecided or waiting to be admitted to a degree program may register at the Center for day and evening courses at both the graduate and undergraduate levels.

COSTS - $27 per credit hour, undergraduate, in-state
$41 per credit hour, graduate, in-state
$64 per credit hour, undergraduate, out-of-state
$81 per credit hour, graduate, out-of-state

RESULTS - Guidance/counseling service is very new, but we're seeing a high rate of enrollment from the people who come in for this service.

RECOMMENDATIONS - Through close working relationships with all the colleges on campus, we feel Continuing Education will be a real growth unit at UC. We need to further develop the guidance aspect of our program.

OREGON

55. PORTLAND STATE UNIVERSITY

TITLE - Business and Industrial Educational Project

CONTACT PERSON - L. R. Pierson

LOCATION - Portland State University, P. O. Box 751, Portland, OR

OBJECTIVES - To serve the business firms, industrial firms, and governmental agencies in the Portland metropolitan area to meet their higher educational needs of their staffs. Also, to meet the individual needs of the employees of the above organizations. Evenings schedules and registration forms are sent to each establishment to facilitate the in-house registration of the employees. Registration forms are forwarded to the above office where priority ratings are given the registration form to insure place within the desired courses. These students are priority for evening classes over all other part-time and regular students. Advising is provided for all employees on campus at a time convenient to the students. Group advising is given in-plant when requested. Constant pressures are put upon the department and schools at the University to offer more degrees during evening hours. Liaison is maintained with the organizations within the community to offer evening courses which will meet their needs.

COSTS - These courses are offered as a part of the regular offerings of the University. They become part of the regular budgetary system of the University. Incidental fees are not charged to part-time students as most of these services are not available in the evening. Part-time students are defined as anyone taking six hours or less. No matriculation is required for part-time students. Cost for one 3-hour course is $65, $116 for 6 hours.

RESULTS - During the past five years the part-time student is the only catagory that has showed increase in enrollment. Entering freshmen, transfer students, and graduate students have shown a slight but steady decline.

RECOMMENDATIONS - The above program should be offered to a larger cross section of the general public. There are still many well defined populations, such as housewives, which are not being served. A larger variety of courses should be offered in the evening which will meet the needs of the entire adult population.

PENNSYLVANIA

56. PENNSYLVANIA STATE UNIVERSITY

TITLE - Educational/Vocational Counseling for Adult Students

CONTACT PERSON - J. M. Wirtz, Coordinator of Student Services in Continuing Education, The Pennsylvania State University.

LOCATION - 502 J. O. Keller Building, University Park, PA 16802

OBJECTIVES - The objectives of the program are:

1) To establish and maintain counseling centers staffed by professionally

qualified counselors employed on a regular, continuous, part-time basis, and to specially train the selected counselors to serve adult students.

2) To provide at convenient times and locations, an easily accessible educational/vocational counseling service for prospective and enrolled part-time students at University locations throughout Pennsylvania.

3) To provide a continuous state-wide system of observation and evaluation for the purpose of improving and expanding the counseling service for adult students and to effect new, relevant and innovative services and programs through Continuing Education.

COSTS - The service is funded by the office of the Vice President for Continuing Education and there is no charge made to students or prospective students who avail themselves of the service.

RESULTS - The service, which was instituted in 1973 is currently available at 16 locations across the state and in the 1977-78 academic year, a record setting 18,659 counseling contacts were recorded by the staff of 21 part-time counselors who hold the Master's degree in Psychology or Counseling, and who have prior significant counseling experience.

This service program received the ACT-NUEA Innovative Award in Continuing Education at the NUEA National Convention in 1974.

RECOMMENDATIONS - The dissemination of a wide-range of academic, administrative, occupational and procedural information to adults, who can profit from post-secondary educational opportunities is imperative in a time of social and technological change. This is especially true if adults are to be brought to recognize the need to re-evaluate their status in terms of vocational objectives, employment trends and educational planning. In keeping with the University's basic responsibility to serve the people of the Commonwealth, and in view of the demonstrated need for such service, the Educational/ Vocational Counseling Program for adult students was initiated, and now must be maintained and expanded.

57. TEMPLE UNIVERSITY

TITLE - Adult Program of the Russell Conwell Student Services Center

CONTACT PERSON - Karen Cherwony

LOCATION - Seltzer Hall, Room 206, Broad Street and Columbia Avenue, Philadelphia, PA 19122

OBJECTIVES - The Adult Program has three primary objectives which are:

1) To provide supportive services that enhance the academic experience of adult students at Temple University.

2) To encourage adults to return to school and provide them with information needed to make decisions regarding continuing education.

3) To be an advocate for adult students and lobby for University and society policies that support Adult Education.

COSTS - The Adult Program is funded by the University. No fee is charged to students who use our services nor is there a fee for attending workshops.

RESULTS - On a yearly basis the Adult Program provides direct services to approximately 250 enrolled students and 750 pre-enrolled adults. Our staff conducts a series of workshops to aid in the dissemination of information about education, work, and leisure related topics. In addition to this, information is mailed to all enrolled undergraduate adult students (approx. 4,000). A large percentage of the adults whom we counsel return to school, either at Temple or one of the other colleges in the city.

RECOMMENDATIONS - The success of our program is based on our ability to provide accurate and practical information to adult learners. Our close ties with other university offices facilitates the process of making referrals to other university programs.

58a. UNIVERSITY OF PITTSBURGH

TITLE - Academic Advising - Continuity for Adult Students

CONTACT PERSON - Dr. Nancy J. Caplan

LOCATION - School of General Studies, 461 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260

OBJECTIVES - To provide quality academic advising for adult students from admission to graduation or termination of attendance. Students admitted to the degree program are assigned specific advisers according to major fields of interest. Advisers meet with students at least once a year (more often if necessary) to assist them in the planning of their degree programs and the selection of courses, and to familiarize students with school and university policies and regulations. Continuing with one adviser from time of admission until graduation or termination of school provides students with a personal contact and a sense of continuity. This is particularly important in a large university and crucial for adults who often find their college experiences interrupted and/or intruded upon because of other responsibilities and obligations in their lives.

Each adviser has the responsibility for several majors in which they develop expertise. They also act as liaisons with the departments or school representatives in their specific major fields. One member of the advising staff is specifically responsible for disadvantaged students, Indo-chinese refugees, recruitment of minorities, and financial aid.

RESULTS - The Advising Service in the School of General Studies is a voluntary one. The number of students who see advisers each year is indicative of its success. In the 1977-78 school year, there were 8,504 scheduled appointments for the staff of six full-time and three part-time advisers.

58b. UNIVERSITY OF PITTSBURGH

TITLE - Using Alumni as Career Consultants

CONTACT PERSON - Dr. Charles P. Bostaph

LOCATION - School of General Studies, 464 Cathedral of Learning
University of Pittsburgh, Pittsburgh, PA 15260

OBJECTIVES - The purpose of "Using SGS Alumni as Career Consultants" in Career Counseling is to allow SGS students who would like to explore certain careers the opportunity to talk with people who are actually working in a particular career field and who have graduated from the school. The Career Consultants are listed according to five different career headings: Business, Engineering, Personnel, Sales, and Social Service/Education. All of the Career Consultants are volunteers which students may contact being referred through the academic advisers. The student will then contact the Career Consultant to meet with them in their home, office, or over the telephone. This is not intended to be a placement or recruitment device, but a guide in helping undergraudates plan their career goals. Since all the Career Consultants are graduates of SGS, this fact helps to make their comments and ideas especially relevant.

COSTS - The costs are minimal. Advertising and postage to keep in touch with the Alumni and advertise the service to the students.

RESULTS - Since most of SGS graduates (the undergraduate evening college) remain in the Pittsburgh area, this type of Career project is most effective in terms of cost and activity from the Alumni. The service offers over 65 different career titles that students can tie into and all of which relate to the majors offered in the school. This service gives students first-hand information on careers and helps to build an interested and useful group of Alumni.

RECOMMENDATIONS - The success of this operation lies within the interaction between the student and the Alumni. Thus, activities and advertising to meet this goal are essential.

PUERTO RICO

59. PUERTO RICO JUNIOR COLLEGE

TITLE - College Opportunity for Adults

CONTACT PERSON - Ms. Eva Tirado

LOCATION - Rio Piedras Campus - Munoz Rivera Avenue, corner University Avenue,
Rio Piedras, PR 00928

OBJECTIVES - College Opportunity for Adults is an Extension Special Program designed to offer adults 21 years and older with a High School grade point average below 2.0 the opportunity to start a college education.

The students are given during the first semester a three hour a week non-credit course and nine credit hours in Basic English, Basic Spanish and Introduction

to the Social Sciences. The former has as its main purpose the development of skills in reading, oral and written expression,and math. Besides, it helps the students in their adaptation to the college environment.

At the end of the second semester the student is able to enter any regular academic program if he completes the basic courses with a C average and meets the admission requirements of the program.

COSTS - $45 per credit hour.

RESULTS - Since 1969, when this program started with 16 students, the enrollment has been increasing significantly. The enrollment in 1977-78, for instance, was 404 students. Besides, preliminary findings show that about 80% of the students continue studying in regular academic programs.

RECOMMENDATIONS - A formal follow-up study is recommended.

SOUTH CAROLINA

60a. UNIVERSITY OF SOUTH CAROLINA/COLUMBIA

TITLE - Mature Students Program

CONTACT PERSON - Elaine J. Joyner

LOCATION - University of South Carolina, 915 Gregg Street,
Columbia, South Carolina

OBJECTIVES - The Mature Students Program was desinged to assist adult students (25 years of age or older) in beginning a college degree program with a minimal amount of anxiety. Three freshman level courses are scheduled to meet from 9:05 a.m. until 12:05 p.m. on Mondays, Wednesdays and Fridays for new adult freshmen. The courses scheduled are freshman English, the University's orientation course and a course from the college of Humanities and Social Sciences. Instructors are chosen because of their excellence in teaching and their understanding of adult students.

Individual advisement and counseling are available for each student. A complete referral system has been established and adult students are eligible for Counseling and Human Development Centers, Career Planning and Placement, and the Psychological Services Center, etc.

COSTS - The fees are the same for these courses as other University courses. Advisement, referral, and counseling are a service which we provide.

RESULTS - In the fall and spring semesters an average of 20 adult freshmen begin college in the Mature Students Program. Also, a number of transfer and returning students are advised and referred to appropriate departments on campus.

60b. UNIVERSITY OF SOUTH CAROLINA/COLUMBIA

TITLE - USC's Center for Non-traditional Studies

CONTACT PERSON - Dr. David Burggraf, Educational Information Center, (EIC)

LOCATION - Mezzanine Level, Old Wade Hampton Hotel, Corner of Gervais and Main Streets, Columbia, SC 29208

OBJECTIVES - In March of 1978, USC's EIC opened, primarily to give information to non-USC students about local educational opportunities. Clients' needs quickly caused us to expand our objectives:

1) To develop a Midlands career opportunity guide.
2) To begin work on a state-wide career opportunity guide.
3) To provide interest, assessment, and counseling services.
4) To provide information to meet a variety of non-traditional interests: external degree programs, community education, continuing education (weekend, television, correspondence, and evening study), mature students programs, and independent learning.

COSTS - The director of the EIC coordinates other non-traditional studies programs and has a flexible work load and time schedule. He is assisted by a graduate student in student personnel services and two practicum students from the guidance department. Currently, no fee is charged for information or for interest, assessment, and counseling services. Non-traditional studies offers from 8 to 12 personal development courses each semester; these are profit-making. A modest fee will be charged beginning next month for the individualized printout from a computer terminal which is tied into a national career data bank.

RESULTS - Our charge by the president of USC is to be a public service activity. In the first 10 months of operation, we served 250 clients. In addition, another 250 persons were enrolled in the personal development courses. A Midlands Career Opportunity Guide has been completed and is being used by the public information office of the City of Columbia. The state-wide career opportunity guide is 75 percent completed and has been a cooperative effort of the EIC, USC's Career Development and Placement Center, and South Carolina's Employment Security Commission. A resume writing course is being developed. In several vocational and technical programs, counterproductive course duplication has been eliminated. In several cases, due to our comparing programs, institutions have updated and strengthened offerings.

RECOMMENDATIONS We have no reason to believe that our evolution over the past year has been unique; thus, new educational information centers can probably expect to draw clients who will expect information and assistance (1) covering a very broad range of learning experiences, (2) in synthesizing the realities of educational institutions with those of the work world, and (3) varying from hard information to problems of motivation and self-esteem. All the above creates the need for inexhaustible supplies of flexibility, caring, and humor.

TENNESSEE

61a. MEMPHIS STATE UNIVERSITY

TITLE - Adult Resource Center (for opportunities through education)

CONTACT PERSON - Ethel A. Hudson

LOCATION - Housed at Memphis State University, Administration Building, Room 265, Memphis, TN 38152

TARGET GROUPS - Memphis adults with a high school diploma or GED, who have been out of school several years and wish further education to enhance opportunities for employment and/or responsible community service.

OBJECTIVES - To provide for the target group unbiased information about all the Memphis post-secondary institutions accredited by the Southern Association of Colleges and Schools and/or professionally accredited. Achievement of this objective is pursued through. (1) a telephone call center, (2) a directory, available upon request, listing names and a phone number of resource personnel at the various Memphis post-secondary schools, and (3) two "New Directions Workshops" at which counselors administer the Holland Self-Directed Search. and at which representatives of all the cooperating institutions provide detailed information about their educational services and options.

COSTS - Program is partially funded by a grant from Tennessee Higher Education Commission. Clients pay no fees for the above services.

RESULTS - Adult Resource Center has initiated a consortium of 15 Memphis area schools and colleges. These include both public and private 2-year and 4-year institutions, hospital schools, and both public and private vocational schools which offer 1-year certificate programs and shorter skill-building programs. Representatives of this consortium form the advisory and planning committee for Adult Resource Center project activities. In four months the telephone call center has answered approximately 400 inquiries. In the two months immediately following publication approximately 500 persons received directories. Professional counselors claim that the directory has proved useful to them as handy "one-stop" desk references, an unexpected result. One hundred and fifty-eight (158) participants indicated a need for these services. During the second half of the funded period, we'll distribute directories through the public libraries and hold another New Directions Workshop.

RECOMMENDATIONS - Evaluations from the first workshop indicate a felt need for more personal, one-to-one vocational and career counseling. Many participants had never before taken any kind of vocational, aptitute or interest tests. They swarmed around our counselor-consultants, eager for individual attention to their needs. Efforts should be made in the future to provide more personal service to this client group.

61b. MEMPHIS STATE UNIVERSITY

TITLE - Mini College (Mini - Move Into a New Identity)

CONTACT PERSON - Ethel [illegible]on

LOCATION - Memphis State University, Administration Building, Room 265, Memphis, TN 38152

OBJECTIVES - Mini College was designed as an entry or re-entry college credit program for adult students. Mini is not a degree granting college, but one program within the regular Memphis State curriculum. Many adults feel threatened by our sprawling metropolitan campus, fear impersonal bureaucratic treatment, and share a general lack of self-confidence. Mini provides a supportive atmosphere designed to ease their entry or re-entry into the mainstream of campus activity. Mini students are admitted without an entrance exam for a limited period (18 semester hours). After successful completion of one or more Mini courses, their anxiety about the entrance exam is reduced. Academic advising and registration procedures are handled completely in a "one-stop" session at the coordinator's office. Most classes meet just once a week for three hours to save the hassle of more frequent campus parking. Special adult classes relieve fears of competing with 18-year-olds. Carefully selected instructors (most of whom have themselves returned to school as adults) help boost faltering egos and provide essential "of course you can learn" support. However, Mini classes are not remedial; they meet all Memphis State requirements for degree credit. Lunchtime social/orientation sessions provide positive reinforcement through informal question and answer sessions with deans and faculty, dispelling the "ivory tower" image often carried by re-entry adults. (How truly amazing to hear an academic dean disclose his personal battle with college algebra!)

COSTS - Mini students pay standard Memphis State fees.

RESULTS - The Mini program is deliberately small, limited to 12 or 14 lower division courses. Designed only as a re-entry program, students eventually outgrow Mini and must select courses from the regular MSU schedule, thus mainstreaming themselves. No formal study has been made to determine the number of Mini students who complete degree programs, but many who reach graduation come in to share their triumph with the coordinator. When this happens--when students who once were certain they were "too old and too dumb" to tackle freshman English receive degrees and now seriously consider their choices of graduate programs--their data cards are placed in a special Mini file marked "Gone On to Glory."

RECOMMENDATIONS - Mini students continue to request more extensive course offerings. However, since Mini's objective is to serve as a re-entry program only, expansion of the curriculum might lead students to rely upon Mini as a permanent crutch rather than a temporary assist into regular campus life.

61c. MEMPHIS STATE UNIVERSITY

TITLE - Educational Enrichment Program

CONTACT PERSON - Dr. Dennis Heitzmann

LOCATION - Center for Student Development, 111 Scates Hall, Memphis State University

OBJECTIVES - The Educational Enrichment Program is co-sponsored by the Center for Student Development, Division of Student Educational Services, and the Division of Continuing Education. The program includes courses and workshops presented by various Center staff members. Upon completion of each Educational Enrichment course or program, regularly enrolled students at MSU will be awarded

Continuing Education units. These units and a record of the courses taken will be permanently filed and available for future use to supplement a student's regular academic transcript, resume, employment and graduate school applications, etc. The courses are designed to increase the student's opportunity to develop as an individual in ways typically not encountered in the regular academic experience. Included are such courses as Personal Effectiveness in Communications, Creating Career Options, Effective Decision Making, Assertiveness Training, Values Clarification, Time Management, and the like.

COSTS - Since both Continuing Education and the Center for Student Development provide the clerical and professional support, there are no costs to the University staff members who participate.

RESULTS - The program is at this point an emerging model for a program to be implemented at Memphis State University. A pilot project met with a limited response from the students. Present plans call for an increase in the promotion of the courses as viable opportunities for students.

RECOMMENDATIONS - It is the opinion of the individuals involved that the program will be successful provided there is increased effort in marketing the product to the consumer students. It is expected that with continued offering of the program on a regular basis that students will eventually familiarize themselves with the program and its value to them in developing personal skills and allowing them to be more desirable candidates for future employment. The promotion of Continuing Education units as valuable units of credit to University students is imperative.

62a. UNIVERSITY OF TENNESSEE/KNOXVILLE

TITLE - Student Services Model for Off-Campus Students

CONTACT PERSON - Julia R. Rosamond

RATIONALE - The Department of Off-Campus Programs at UTK has developed what we believe to be a unique approach to student services for the adult part-time student at off-campus locations. It is unique in two significant ways:

1) The services are designed and administered exclusively for the adult part-time student.

2) The services are delivered to the student where he/she is located away from the campus.

OBJECTIVES - The purpose of this program is to deliver to the off-campus student all student services available to the University campus student. These services range from University admissions information to academic services. This mission is implemented through on-site class registrations, telephone and mail advisory services, one day counseling/advising off-campus sessions in selected locations throughout the state and programming in various student services areas. Through a student record system, current information is available for assessing student needs. Seminars and Workshops in areas such as Graduate Record Exam Preparation, Teacher Certification and Admissions Orientation are scheduled regularly in rotating locations based on accumulated data.

COSTS - The Student Services Program is part of the Department of Workshops and Off-Campus Credit Programs and is included in the operating budget. There is no charge to the student for these services.

RESULTS - During a two year period, over 1,000 students have been serviced through this program. In addition to the initial request, there has been a 10 - 15 percent repeater average. We feel that data gathered through our Counseling/Advising Program will provide current information for future publications designed to bring campus information and services to the off-campus students.

RECOMMENDATIONS - As the Continuing Education/Off-Campus student becomes more visible, it will be vital to provide student services for this area of our educational responsibility. Assistance in all aspects of a student program will rank high in the retention rate of persons involved in courses away from the main body of the University campus. Our department is dedicated to this mission.

62b. UNIVERSITY OF TENNESSEE/KNOXVILLE

TITLE - Student Services

CONTACT PERSON - Lydia Jurand-Salter

LOCATION - University of Tennessee, Knoxville

OBJECTIVES - A comprehensive program of services is provided by the Evening School for the adult part-time student.

Financial Aid - Evening School students who encounter difficulty in pursuing academic goals because of financial restrictions may be eligible for assistance through the Evening School Scholarship Fund. In addition, interested students may obtain applications for the Basic Educational Opportunity Grant Program in the Evening School Office.

Advising - An advising-counseling program is available for the benefit of all evening students who need assistance with academic and/or personal matters. This program can accommodate students during regular daytime hours (8:30 - 5:30) and in the evenings by appointment. In addition, advisors from the various colleges are on hand for academic consultation during evening preregistration days.

Vocational testing is available upon request and is free of charge to any interested student.

A full-time veteran advisor also assists evening students, who receive educational benefits under the G.I. Bill, with their academic planning.

PRISM - The UTK Division of Continuing Education, through the Evening School, publishes a bi-annual newsletter, PRISM, which informs all students of any new developments, programs, and services available to them through the four departments within the Division.

Approximately 10,000 PRISMS are mailed out each spring, and again in the fall. We estimate that roughly 1,000 students use some aspect of the other mentioned services each year.

63a. UNIVERSITY OF TENNESSEE/NASHVILLE

TITLE - High School and College Quiz Bowl Program

CONTACT PERSON - Harryette Hartford Maxwell

LOCATION - University of Tennessee/Nashville

OBJECTIVES - One of the results of having an evening, adult, commuter educational program is a void of students wishing to participate in extracurricular activities. Since the overwhelming majority of our students are not interested in more responsibility, the few wishing activities have few, if any, outlets. The high school quiz bowl (fall) and the college quiz bowl (spring) have four major objectives:

1) Provide one activity serving a group with diverse interests and ages.

2) Stimulate an educational experience for college students researching and writing the questions (high school) and preparing to serve on the college bowl team.

3) Encourage an educational experience to high school students striving for the contest.

4) Direct a positive focus on both UTN and the local secondary schools (who have a bad press image currently).

COSTS - $450 for buzzer system construction (four sets) and administrative support.

RESULTS - At conclusion of the fourth year, the interest has remained keen and the program has continued to improve. Both UTN students and the local participating high schools have been consistent in their desire to return annually. A number of students who have been recruited in the classroom on the basis of their intellectual contributions have expanded their interests to include the Student Council and additional school related activities.

RECOMMENDATIONS - A committed, accomplished faculty member is essential. UTN has had the same advisor for the entire four years of the program. As long as the interest continues, the quiz bowls will be one of UTN's major outside activities.

63b. UNIVERSITY OF TENNESSEE/NASHVILLE

TITLE - Child Care Center

CONTACT PERSON - Richard E. Jung

LOCATION - University of Tennessee at Nashville

OBJECTIVES - The Child Care Center has a primary function of providing quality part-time care for children, 3-14 years, of students, faculty, and staff in the University. As a method of doing this we have chosen to create a play center in which children do not rely on costly structures or play items for entertainment but on interaction with other children in an unstructured environment. This idea exemplifies our secondary objective of increasing parental awareness toward the importance of free-time interaction and the lack of need for expensive toys as a course of entertainment. As a tangent to our secondary objective we offer workshops and support groups to persons within the University. In summary the Center provided quality care for children with an interest toward promoting parent support and family strength.

COSTS - The Child Care Center is part of the University Student Services division and is 20% funded through this department. Parents are charged $1.00 per class session (approximately 75 minutes) with a sliding rate of $ .25 for each additional child making up 40% of the budget. The final 40% is provided by a grant from the Alumni Association.

RESULTS - The Center is a low cost output operation. With only 20% of the budget derived directly from the University, the Center has been able to serve approximately 200 children of students, faculty, and staff annually. In addition, workshops and groups are presented without charge to those interested and offered on a periodic basis. A Parent Resource Center is also provided for any person seeking literature on childrearing or community services.

Due to the Center's interest toward peer interactions we are able to maintain effective functioning of the Center with a minimum staff requirement and thereby achieve our goal of quality care while functioning as an affordable operation and useful model.

RECOMMENDATIONS - The appeal of the UTN Child Care Center comes from the philosophy on which it is based and the effort toward working with the child's support system. Parents are able to observe and feel comfortable with free time interaction and see "low-cost play objects" used constructively. The interest with parent involvement through workshops demonstrate our feeling toward the importance of the parent role.

63c. UNIVERSITY OF TENNESSEE/NASHVILLE

TITLE - Program of Study, Middle Tennessee Colleges and Universities

CONTACT PERSON - Jean Renfro, Assistant Director for the Counseling Center

LOCATION - Non-applicable. (Booklet).

OBJECTIVES - The development of the booklet indirectly resulted from student inquiries concerning college programs of study. The booklet, drawing together two and four year programs of study in Middle Tennessee, was developed as an aid to high school guidance counselors as they helped their students identify and select appropriate programs of study. The objectives for this

project are two in nature. First, the booklet was meant to provide a service to high school counselors to assist the development of a better informed population involved in the educational process. The second objective was to begin the process of improving communication channels between high school and colleges/universities. As a large number of students remain in Middle Tennessee, the first project booklet undertaken was limited to a specific geographic area.

COSTS - $120 for printing of 475 booklets and bulk mailing as well as the Dean's commitment of time and personnel to compile the information.

RESULTS - Initially, copies of the booklet including critique sheets were sent to selected guidance counselors during the summer of 1978. The responses to the booklet and suggestions for changes were extremely positive in nature. The revised booklet was then printed for distribution in October, 1978, at a Middle Tennessee guidance counselors conference held at the University of Tennessee at Nashville. Again the feedback was very positive. The booklet was perceived by all as a valuable aid and reference as the counselors help students in the educational decision-making process. As a result, the booklet is now ready for mailing to every guidance counselor in Middle Tennessee. The University also received favorable feedback for providing such a helpful tool.

A further result of the project was a greater knowledge of college and university catalogues and specifically what would be involved in the completion of various courses of study. An unexpected result was an overview of the program articulation, or in some cases, lack of articulation, between junior and senior college programs.

RECOMMENDATIONS - Colleges/universities need to assume some initiative in seeking out ways in which valuable services could be rendered to high school guidance counselors and as a result communication channels could either be opened or improved. The booklet is only one means by which the process of communication or articulation can be undertaken. If such articulation and understanding can be achieved, perhaps some of the animosity that tends to exist between educational levels can be minimized. Such articulation would be of greater benefit to all individuals involved in the educational process: a better informed population.

TEXAS

64. TEXAS A & M UNIVERSITY

TITLE - Off-Campus Center

CONTACT PERSON - Glenna M. Witt, Student Development Coordinator

LOCATION - Puryear Lounge, Texas A & M University, College Station, TX 77843

OBJECTIVES - Our main objective is to help off-campus students find housing and roommates. In addition, we also help them with minor legal problems, maintenance concerns with their landlords, and roommate conflicts.

We try to accomplish the above by coordinating availability lists of major apartment complexes. We also maintain roommate locator cards which enable

students to advertise for a roommate. We advise students on precautions to take before signing a lease, items to look for when moving into an apartment, and suggestions for getting along with their roommates.

We use three student workers trained about the community, minor legal concerns, and interpersonal skills.

RESULTS - Our busiest season begins after spring break and continues throughout the summer. During this time, we served approximately 4,500 students and parents.

RECOMMENDATIONS - It is important to get accurate housing information to your target population. It is necessary to have sufficient staff to obtain and disseminate this information. We also use the most personal touch possible in providing this service, especially with the student-contracting-student philosophy.

65a. TEXAS TECH UNIVERSITY

TITLE - Personalizing the Learning Climate at Texas Tech University

CONTACT PERSON - Dr. Dayton Y. Roberts, Professor of Higher Education
Box 4560 Tech Station, Texas Tech University
Lubbock, TX 79409

LOCATION - Workshops are generally off-campus at a Lubbock motel or restaurant (a place removed from normal traffic and disturbances).

OBJECTIVES - In a move, apparently with few precedents (if any) in University faculty development activities, the Texas Tech Student Association contracted with one of its own College of Education faculty members to conduct in-service training programs for faculty and Teaching Assistants from all colleges of the University. The objectives of the two-sequence faculty development workshop series are:

1) To increase the participants' level of awareness of selected influences on the teaching learning process.

2) To increase the participants' abilities to personalize the learning climate.

3) To increase the participants' skills and techniques in managing the teachering learning process.

4) To increase the participants' self-understanding in his or her role as an educator.

COSTS - $34 per participant - includes MBTI, computer printout, student-assistant wages, handouts and two meals per workshop series.

RESULTS - Most of the 72 faculty and T.A.'s who have participated in these workshops thus far, reported that they have adopted "some" to "many" of the techniques they witnessed or experienced. Increased awareness of their own and their students' self-concept and increased use of the overhead projector were the two most frequently mentioned teaching behavior changes experienced. Many students pursued Deans and Department Charimen to promote the program for their faculty. This

was a positive approach to recognizing faculty development needs rather than negative student evaluations pinpointing "bad" instructors.

RECOMMENDATIONS - Since continued funding of programs from one year's student government to the next is quite tenuous, the administration of the University should provide enough funds to make this an ongoing program.

65b. TEXAS TECH UNIVERSITY

TITLE - International Students Speaker's Bureau

CONTACT PERSON - Jackie Segars Behrens

LOCATION - Lubbock, Texas Community

OBJECTIVES - One of the several programs currently administered by Texas Tech University through the Office of International Programs is the Speaker's Bureau. Working with community volunteers, this office helps select international students who have demonstrated exceptional ability in English language usage. The students chosen must also manifest the poise and confidence needed to appear before an American audience and deliver a short talk or participate in discussion groups.

The objective of the program centers around making the students available to the various groups in the Lubbock community, and having them speak on subjects in which they feel qualified and have something to contribute. Generally, the students are asked to profile their country of citizenship, its politics, customs, mores, and religious beliefs. Following their prepared, formal presentations, the students respond to questions which seek to elaborate more fully on topics covered in the main presentation.

Requests for international speakers come from a variety of local organizations, especially civic clubs, churches, social organizations, schools, and children's groups such as Scouts, etc. All of the organizations requesting students, with the exception of schools and children's groups, are asked to pay a $10 honorarium for the speaker's services. This money then goes into an emergency loan fund for the use of any international student having temporary financial difficulties.

RESULTS - The Speaker's Bureau has proven to be one of our more successful programs. It promotes international understanding and enlightenment while, at the same time expanding the awareness level of Lubbock citizens and providing opportunities for growth and leadership for the individual student. All indications are that it will continue to grow and serve as a major source of cross-cultural communication for both the citizens of Lubbock and the international students at Texas Tech University.

65c. TEXAS TECH UNIVERSITY

TITLE - Multicultural Course with Cross-Cultural Exchange Techniques

CONTACT PERSON - Jackie Segars Behrens

LOCATION - Texas Tech University

OBJECTIVES - To raise consciousness level of cross-cultural opportunities (resources) on campus; to facilitate the integration of American and international students on campus; and to increase understanding of cross-cultural communication problems.

At Texas Tech there are two classes that share a common interest--cross-cultural exchange. One is a multicultural course, primarily American students, in the College of Education; one is oral communication, primarily international students, in the College of Humanities and Fine Arts. In the 1978 Fall Semester professors of both courses met and exchanged ideas as to how their students could learn from one another.

RESULTS - The first experiment included the two classes meeting together and exchanging different forms of greeting, such as an American man firmly shaking another man's hand or an American woman's hand if she extended her hand, versus a Chinese man greeting another man - maybe with a handshake - but definitely not shaking a Chinese woman's hand. In fact, in the exercise, an American woman said she was insulted from the "fish" handshake she received from a Chinese man in the session. We discussed this. He explained that this was not practiced in his culture. Many such experiences and explanations resulted from this simple meeting together. As an observer, I noticed the eyes of American students beam as they gained insight into cultural differences.

As a follow-up to the classes meeting together, the professors decided to share homework assignments. The professor of the American students would give assignments that would require them to meet with the international students for an educational exchange and vice versa. This assignment exchange can be better evaluated at the end of Spring Semester, 1979. Both professors' American and international students expressed enthusiasm for this cross-cultural opportunity. It is much more exciting and enriching than a book assignment.

66. UNIVERSITY OF HOUSTON

TITLE - Continuing Education Center

CONTACT PERSON - Dr. Alice E. Whatley, Coordinator

LOCATION - Continuing Education Center, University of Houston, Houston, TX

OBJECTIVES - To offer information and guidance (group) not offered by traditional education. A variety of offerings are based on the life cycle of individuals. Workshops are offered related to returning students. Topics include managing human and material resources, planning for admission and registration, utilizing campus resources, (financial aid, career placement, library resources, tutorial services), evaluating individual experience, evaluating individual academic background, considering academic opportunity.

Additional workshops are offered as a review for the Graduate Record Examination and the Scholastic Aptitute Test. The workshops include a math refresher for persons needing algebra/geometry background, math refresher II for persons with a basic background in algebra and geometry, reading and study techniques, vocabulary enrichment, and logical relationships.

COSTS - Minimal

RESULTS - Increased enrollment in all offerings with population representing as many as three generations.

RECOMMENDATIONS - Review workshops can be of assistance to persons experiencing test anxiety, needing refresher courses, and general educational guidance.

UTAH

67a. BRIGHAM YOUNG UNIVERSITY

TITLE - Computer-Terminal Correspondence Student Enrollment Processing

CONTACT PERSON - Ellen Allred

LOCATION - 210 Harold R. Clark Building, Brigham Young University

OBJECTIVES - This system provides:

1) Efficient processing of student enrollments, quickly recording sufficient information to (a) maintain the students' academic progress, and (b) determine our audience profile and promotional effectiveness.

2) Efficient handling of a very large number of Independent Study lessons; sending them on to the instructor the same day they are received; returning them to the student the same day they are received from the instructor.

3) More accurate and efficient handling of faculty honoraria.

4) More accurate and efficient transferring of student course completion to their transcripts.

COSTS - Average about $1,600 per month

RESULTS - We now use two on-line terminals. With them, two full-time secretaries accomplish all of the following:

1) Enter out 14,000+ enrollments per year; provide computer-generated (a) individual student record/grading sheets for the instructor, (b) monthly and annual audience profile reports, (c) monthly and annual promotional-effectiveness reports, (d) geographic placement of students reports, as requested, (e) annual course completion ratios, by course and grand total, and (f) annual cost-effectiveness report, per individual course; and provide computerized mailing lists for (a) promotional efforts and (b) reminder cards to inactive students. In addition, the computer produces individual late-lesson lists every two weeks, and can generate class rolls or alphabetized lists of students, as needed. Up-to-date student records are instantaneously available on-screen to answer questions and provide counselling.

2) For the 1977-78 school year, a total of 35,292 lessons were processed--on time.

3) The computer automatically determines the honorarium as the student's lesson grade is entered (we use a scale determined by promptness), and prints out a monthly analysis and total, per course. Computer-generated forms go from the University's computer center to the University's payroll office and are included with the faculty member's check--none of which is touched or seen in our office. Because payroll is such a potentially sensitive subject, we elect to hand-verify a "dummy" computer run, which takes two to three hours per month.

4) Computerized "grade-runs," generated at about 6-week intervals, interact with the University's computer program, and grades are posted to student transcripts by that computer program.

67b. BRIGHAM YOUNG UNIVERSITY

TITLE - Associate Degree Office BYU Department of Independent Study Programs

CONTACT PERSON - Doug Ladle

LOCATION - 219 Harold R. Clark Building, Brigham Young University, Provo, UT 84602

OBJECTIVES - The objectives of the program are:

1) To process the application, evaluation of credits, and University admission of students seeking an Associate Degree through Independent Study Programs.

2) To encourage and motivate degree students through encouragement letters, personal correspondence, and newsletters.

3) To facilitate the progress of students through their entire degree program by serving as their campus advocate.

4) To offer a personal touch to our relationship with these degree students, i.e., birthday cards, etc.

COSTS - Application fee is $15.

RESULTS - There are approximately 60 active students in three associate degree offerings. The growth rate continues to climb. Data will be collected in the summer of 1979, regarding the effect on degree and course completion rates resulting from the "Personal Touch" program recently implemented.

67c. BRIGHAM YOUNG UNIVERSITY

TITLE - High School Diploma Office BYU Department of Independent Study Program

CONTACT PERSON - Doug Ladle

LOCATION - 210 Harold R. Clark Building, Brigham Young University, Provo, UT 84602

OBJECTIVES - The objectives of this program are:

1) To process the application and evaluation of previous credits of students seeking a high school diploma.

2) To encourage and motivate degree students through encouragement letters, personal correspondence, and newsletters.

3) To facilitate the progress of students through their entire diploma program by serving as their campus advocate.

4) To offer a "Personal Touch" to our relationship with these diploma students, i.e., birthday cards, etc.

COSTS - Application fee is $7.50; diploma fee is $5.00.

RESULTS - There are approximately 50 active students in the high school diploma program. The growth rate continues to climb. Data will be collected in the summer of 1979, regarding the effect on diploma and course completion rates resulting from the "Personal Touch" program recently implemented.

VIRGINIA

68. OLD DOMINION UNIVERSITY

TITLE - Old Dominion University Women's Center

CONTACT PERSON - Julie White, Director

LOCATION - 1505 West 49th Street, Norfolk, VA

OBJECTIVES - The purpose of the Women's Center is to provide programming and services to traditional student women and to assist community women in returning to school or work. The latter objective is met through non-credit courses/workshop programs and through client-centered career counseling. Because we receive additional support from the office of Student Affairs we also offer an information and telephone referral service; a reading room and lending library, a resource collection of feminist literature; and a free weekly Brown Bag Lunch series.

COSTS - The Women's Center is unusual at ODU in receiving funding from two sources. Our direct overhead costs, including salaries for the 2 1/2 staff members are paid through the office of Student Affairs. All programming costs are supported through Continuing Studies and are self-supporting. Because of this two-fold funding, our counseling services are free. Fees for courses/workshops range from $10 for a resume consultation to $75 for a special one-day conference.

RESULTS - Initially, there was some fear that the Tidewater Area could not support courses and programs designed specifically for women. In our first nine months of operation, however, we offered 25 courses serving approximately 525, and saw an additional 250 in counseling. In addition, 1,000 women attended special events such as our Brown Bag Lunch series, and we handled an additional 1,300 referral/information calls.

69a. VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

TITLE - Pre-Graduation Interview Program

CONTACT PERSON - Dr. James B. McNeely, Director
University Placement Services

LOCATION - 312 Patton Hall, VPI&SU, Blacksburg, VA 24061

INTRODUCTION - The Pre-Graduation Interview Program was initiated in 1964, by Dr. James W. Dean, Vice President for Student Affairs. The program has had a tremendous impact for the entire University. The Pre-Graduation Interview Office is located in the University Placement Services and is directly under the supervision of the Director.

OBJECTIVES - The objectives of the program are:

1) To provide the University with a variety of information about graduating students' experiences with many aspects of their in-class and out-of-class collegiate activities.

2) To upgrade various aspects of the University.

3) To finalize each graduating candidate's records for University Placement Services, Student Affairs, University Counseling Center, and Alumni Office.

4) To advise candidates of their responsibilities for degree completion requirements and graduation commitments.

5) To provide career and job search assistance and referral.

6) To collect data for major reports published for the University community.

PROCEDURES - All graduates take a Pre-Graduation Interview (Bachelor-Master-Certified Advanced Graduate Studies (CAGS)-Doctorate (PhD-EdD) during the term or quarter completing requirements (five completion dates). From July, 1969, through June, 1978, 30,437 interviews were conducted on a one-to-one, personalized basis.

RESULTS - Individual files maintained for five years. A Pre-Graduation Interview Annual Report published by University Placement Services. A survey questionnaire is completed during each interview to collect student reactions as they relate to various segments of the University. Report includes survey tabulations, five-year summary with responses tabulated by total University, colleges, departments, degree levels, cadet, civilian, male, female, five QCA levels. Results are distributed to the Board of Visitors, Administration, College Deans, Department Heads, Library.

69b. VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

TITLE - Virginia Tech Union (Concert Theatre Committee)

CONTACT PERSON - Suzanne S. Hall

LOCATION - Program Office, Squires Student Center, Blacksburg, VA 24061

OBJECTIVES - The Virginia Tech Union has a two-fold purpose. The organization has as its aim the enrichment of the social, recreational, and educational life of the University Community striving to reach this goal through diverse programming, students, faculty and staff work and communicate in a cooperative manner. Yet the underlying objective running throughout all Union activities is one of enrichment of persons within the organization itself. With professional staff counseling, direction and advice, students with little or no programming experience can formulate ideas and see them through to successful completion. The goal here is to broaden the students educational experience and bring talents otherwise unused to the forefront. Therefore, the Union is striving to meet the needs of a diverse community while keeping a close eye on individual growth and development. One area of programming (of the thirteen), Concert Theatre Committee will be addressed here.

COSTS - The Concert Theatre Committee of the Virginia Tech at VPI&SU requests funding from the University Budget Board (Student, Faculty, and Staff Board) annually. In the past few years that allocation has averaged $50,000. This $50,000 is utilized to bring classical concerts, broadway plays and chamber ensembles to the Virginia Tech campus.

Through marketing efforts the Concert Theatre Committee increased the total revenues from subscription ticket sales and door sales to approximately $85,000.

RESULTS - A diverse Concert Theatre program consisting of three sub-committees (Concert, Theatre, and Chamber) serves the needs of the University community. Students are encouraged to evaluate program needs and results and alter their activities accordingly. In turn, the Union exposes those involved to professionals in business and their operations, giving students an alternative learning experience in a University environment. Many students gain practical experience in their fields or through their work with the Union find a career objective to pursue. Through the completion of the programs, the University Community is exposed to the fine arts, opportunities for self-development, recreational activities, and sheer entertainment making a richer, well-rounded environment.

RECOMMENDATIONS - The Virginia Tech Union Concert Theatre Committee can be considered a success and yet continues to strive for improvement. Any success met is the result of cooperation. Full staff support within the University Union (student center) from food service to recreation to operations gives the student a feeling of thrust and dedication. Likewise through the use of Leadership Workshops including group exercises, the staff can help the student become confident with their talents and strive for total student involvement within Union programs.

Keeping an eye on the needs of the University Community while developing individuals and their professionalism seems to be a key to success.